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ABSTRACT

The Volunteer Listener Program has been the joint effort of the School Volunteer Program of Miami and the Dade County Mental Health Association since 1972. Through it, trained volunteers are matched with students who have special, but non-crisis, needs. All activities are conducted under the direction of a counselor who has been specially trained to use these volunteers effectively. Students are selected for this program by counselor, teacher, principal, or self-referral. Volunteers are recruited from the community at large and receive pre-service and in-service training from mental health professionals and school volunteer specialists. Pre-and post-testing has shown, through peer, self and observer instruments that a significant number of students in the Volunteer Listener Porgram moved away from self-defeating behaviors, while similar students who were left on their own continued to exhibit those same behaviors. This overview presents all the forms and instruments used in the implementation and evaluation of the program. (Author)

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GODDARD COLLEGE

ESTABLISHING A VOLUNTEER LISTENER PROGRAM

By

Nancy Brownhill Cooper

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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A MASTER OF ARTS PROJECT

Submitted to the Faculty

of Goddard College

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Toward a Philosophy on Developing a Volunteer Listener Program

In the Beginning. . .

It is said that necessity is the mother of invention and that adage has certainly been reflected in the evolution of the Listener Program. It all began at a time when specific needs were being felt and voiced not only by members of the educational community but also by the general public.

The State of Florida had just mandated money to support a pilot program in Dade County which would place elementary counselors in a limited number of elementary schools. Until that time counseling at the elementary level had been carried on by classroom teachers, helping teachers, principals or, in extreme cases, and through an elaborate referral system, school psychologists. Although that action helped assuage the cries for help from elementary teachers, administrators and parents, the money was so limited that each elementary counselor had to service all the children in two schools. This often involved a ratio of 1:4000. So, there existed a need for additional help in counseling at the elementary schools.

At the same time, through E.S.E.A. Title III funds, a School Volunteer Program was gaining momentum within the Dade County Schools. One of the functions of this program was to activate personnel and resources from the community to help address specific needs of the schools. The program had already proved successful in providing thousands of volunteers to assist teachers in more than fifteen different volunteer job classifications ranging from reading and mathematics tutor through classroom and supervision assistant to storyteller and arts and crafts assistant. It was a natural outgrowth of the yearly needs assessment survey for the School Volunteer Program to focus its attention on expanding the role of volunteers in order to help the newly appointed elementary counselors.

During the exploration of community resources, it was discovered that the Mental Health Association of Dade County, which enjoys the broad-based community support of the general public and educators as well as mental health professionals, was also aware of the dearth of counseling services available within elementary schools and was willing to support a program which could help alleviate the situation. Because of the volunteer nature of the organization, it was able to recruit volunteers both from the interested general public and the mental health professionals.

It was the natural marriage of these two groups, which produced the Listener Program. The School Volunteer Program could provide access to the schools combined with the facilities and personnel for training and supervision; the Mental Health Association could provide both lay volunteers and professional volunteers. (See Appendix B, Item 4 for an early summary of commitment and Item 6 for a later Prospectus)

After it was decided that volunteers could be used to assist counselors the next step was to more clearly define the volunteer's role. It was agreed that the elementary schools would be the ideal proving ground for the program because they had the unique combination of the need for volunteer services and the trained personnel to supervise the program and also offered the type of students who would not overwhelm a lay volunteer. At first, it was thought that the Rogerian model would be suitable for use by the persons who had volunteered. This pilot group was exposed to the style described in Client-Centered Therapy by Carl Rogers. The volunteers reported intense feelings of frustration when they tried to practice this method, even though additional inservice training was provided to deal with these feelings and reinforce the original model. It was decided that making the volunteers comfortable with this method would require more time than the volunteers themselves would be willing to invest, so the search was on to indentify alternative methods. Through books such as W.B.

Frick's Humanistic Psychology: Interviews with Maslow, Murphy and Rogers, Abraham Maslow's Motivation and Personality, Perl's Gesalt Therapy Verbatim and Charles Truax's Toward Effective Counseling and Psychotherapy, the idea emerged to utilize the total attributes of the volunteer. This new tangent was further supported by the three "R's" of helping as outlined by R.R. Carkhuff in Helping and Human Relations. He stated that helpers, as a result of their roles, have a right to intervene in the life of another and also have a responsibility once they have intervened. Ivan Illich also provided direction. In his book, Deschooling Society, he described the ideal situation for behavior change as, "Unhampered participation in a meaningful setting" (1971, p. 93). A modification of the volunteers's role to allow for a less structured approach was discussed throughly with local psychologists (Dr. Elizabeth Metcalf, Dr. Warren Schlanger, Dr. Jo Crown) and school leaders (school psychologist: Jack Presley, counselors: Norman Golin, Susan Roberts, and Barbara Reker; county-level administrators: Hy Rothstein, Don Samuels, and Dr. Audrey Jackson). As a result, it was decided to shift the emphasis from the Rogerian model to one which would allow the helper to interject his own thoughts and feelings. In the role which subsquently evolved, the volunteer was described as a friendly, non-threatening adult who had the time, interest and training to listen to and build a relationship with students. (The Listener Program Job Description has been included as Item 7 in Appendix B.) This new listener role contained all the motivators (factors which promote job satisfaction) which Frederick Herzberg identified in his work, The Work and the Nature of Man: responsibility, recognition, achievement, work itself and advancement. It also seemed to be acceptable to both the volunteers and mental health professionals. Just as the role of the Listener solidified as a result of combining the information received from readings and the practical application of ideas, so did the role of the other participants. One source which added direction to the role of the school personnel was Ivan Illich who in his book, Deschooling Society, outlined a threefold role of the professional educator to,

1. Provide guidance for parents in promoting independence in children,
2. Assist individual learners,
3. Operate educational webs (learner-activated groups/vehicles leading to increased skills or understandings) which would heighten the opportunity for one to transform each moment of his living into one of learning, sharing and caring (1969, p. 30).

This philosophy was translated into an action plan and all these were incorporated in the Listener program via philosophy, training or feedback. (Specifics of the role definitions may be found in Appendix B, Item 5.)

Phase I - Designing the Program

In the initial phase, which lasted approximately three months, attention was focused on several activities:

1. Gathering information concerning the use of lay personnel as counselors' assistants in order to establish a philosophical foundation which would be both educationally sound and practical.
2. Defining the goals and roles of the various levels of participants within the different groups.
3. Establishing a communications network and "Modus Operandi."

The Information Gathering activity, which was originally scheduled to take three months, became an on-going activity of the project-director and has proven invaluable in maintaining flexibility and vitality, factors which have contributed to the success of the program. (See Appendix B, Items 1 and 2 for a more detailed record of research activities.)

A review of the literature and interviews with individuals in related fields helped to define the parameters and provide a philosophical base. One of the first series of questions to be considered revolved around the use of lay or volunteer assistants in a counseling or quasi-counseling role. Dr. Richard Emerson of the Children's Psychiatric Center of Miami helped to fill in some background information. He related that, previously, he had recruited, trained and utilized lay Listeners in his work with delinquent young people. His volunteers underwent an intensive preservice training and functioned as counselors. After investigating his procedures and techniques, it was decided that for the purposes of the Listener Program:

1. The kind of person who would most probably volunteer would not be willing or able to commit the several months necessary to complete the intensive pre-service training employed by Dr. Emerson,

2. The training period could be reduced if the focus shifted from the crisis or delinquent kinds of students to those students who had minor problems,
3. The school system was not yet ready to accept the role of lay counselors, without intensive training even though many researchers indicated this trend. In fact, in his book, Helping and Human Relations, R.R. Carkhuff stated, "The evidence indicates that with or without training and/or supervision, lay helpers function as effectively or more effectively than professionals in the helping role" (1969, p. 83).

Other sources also detailed the movement toward the increased use of lay counselors. Of interest from the ERIC files were the articles: "Mobilization for Youth's New Model for Subprofessional Training: Its Impact on New York City's Health Program", (Davis, 1973), "Reaching the Unreached: A Children's Community Mental Health Program in the Inner City" (Morgan, 1973), and "The Training of 'Third World' Students to function as Counselors" (Goude, 1972). A survey of practices also indicated the same movement toward the use of volunteers. A questionnaire was sent to 857 School Volunteer Programs throughout the country to ascertain if they used volunteers as counselor's assistants. Of the 210 respondents, 105 programs stated they had used them with varying degrees of success. (See Appendix B, Item 3 for sample of the questionnaire.)

Another important activity which was begun during Phase I, was the establishing of a communication's network. At that stage, guidance was once again derived from John Dewey who in The Way Out of Educational Confusion, counseled that, "Organization for education should come not from formal existing structures but from the nature of the question itself" (1931, p. 31). That in mind, a steering committee was formed to direct the future of the program. It was, unprecedentedly, composed of a representative from the School Volunteer Program, the Mental Health Association and the volunteer Listeners, themselves. This group met monthly to direct the workings of the program and then reported back to the separate groups. After all, as Rickover said in American Education-A National Failure, "(The lack of)... communication between vested interest groups has proven, once again, that 'divided we fall' when the prize is first rate education" (1963, p.499). Plans were also made to hold monthly feedback sessions with the volunteers and counselors in order to insure on-going direction from all levels of participants. The rationale for this was succinctly stated by William F. Whyte in his article, "Models for Building and Changing Organizations" which appeared in the periodical, Human Organization.

> Harmony is an undesirable goal for the functioning of a complex organization. The objective should not be to build a harmonious organization, but rather to build an organization capable of recognizing the problems it faces and of developing ways of solving these problems. Since conflicts are an inevitable part of organizational life, it is important that conflict-resolution procedures be built into design of the organization. (1967, p.26).

Phase II - Implementing the Program

In the second phase, attention was focused on four specific kinds of activities which mobilized the program into action:

1. Providing for the recruitment of Listeners.
2. Establishing procedures for the selection of public school sites and personnel.
3. Organizing both the pre- and inservice training programs for the volunteers and school personnel.
4. Producing materials and supplying services to support the program.

As in the former phase, the assimilation of information from other individuals and sources gave a special credibility to all decisions which were made. R.R. Carkhuff in his book, Helping and Human Relations, made several points which help to define the type of volunteer who would make the best Listener. He counsels to look for,

> "Persons who exhibit a sincere regard for others, tolerance and ability to accept people with values different from one's own, a healthy regard for the self, a warmth and sensitivity dealing with others and a capacity for empathy." (1969, p. 301)

To attract potential volunteers, a full-scale recruitment campaign was launched by the members of the Mental Health Association Youth Services Committee and Volunteer Service Committee and by the School Volunteer Program via radio and television public service announcements, newspaper features and even presentations to civic and social organizations. Those who answered the call were advised that, due to unique character of the Listener relationship and the intimate sharing that might arise, they would be placed in schools outside their own home community. There was little protest to this stipulation, but as the program developed there seemed to be such a high level of confidentiality and professionalism among the Listeners, that many schools began recruiting from their own parent groups. (Samples of recruitment materials may be found in Appendix B, Items 9, 10, 11, and 12).

At first it seemed impossible that large numbers of people with the necessary qualities would have the time or inclination to become a volunteer Listener, but as the recruitment campaign grew in momentum it became evident that people were there just waiting to be asked. Perhaps they realized as Ellen Lurie did in her book, How to Change the Schools, that,

> "Direct meaningful involvement in the daily operation of the school is one way to learn, not only the how and why of problem situations, but also the ways and means toward the resolution of those situations" (1970, p.250)

All those who applied were given the opportunity to attend the first of two training sessions and it was decided that, during the sessions, the behavior and responses of each applicant were to be carefully scrutinized and judged acceptable by a representative of the School Volunteer Program, the Mental Health Association and by one or more elementary counselors. During the first de-briefing session it became obvious that the different counselors responded to the individuals in very different ways. At this point the decision was made to allow each counselor to select his own Listeners. This procedure is still in effect and seems to be working. Only twice during the entire program were individuals unamimously thought to be ill-suited to the Listener role and in both cases the individuals were satisfactorily placed in other volunteer jobs.

Another component of the program, the pre-service training, proved to be a natural pre-screening device. During the initial stages, several formats and time periods were experimentally tried. It was discovered that some people would come to one of the dual-session training meetings and not return. A phone follow-up was done and it revealed that most of the drop-outs had voluntarily removed themselves because they felt inappropriately involved. There were a few who felt that two pre-service sessions were too many and were judged by another of Carkhuff's criteria,

> "If the helper is not committed to his own physical, emotional and intellectual development, he cannot enable another to find fulfillment in any or all the realms of functioning" (1969, p. 83).

In other words, one of the qualities being sought in a potential Listener was a commitment to personal growth with the hope that it would encourage growth in the student with whom he would eventually work.

In an effort to further assess the potential of the applicants, the Carkhuff Facilitative Index was administered to a sample of 41 prospective Listeners before they began the training and then again after they had been trained and had served as a Listener for one month. (A copy of this index has been included Appendix B, Item 32.) For that group, the mean on the pre-test was 2.8 (total possible 4.5), while the mean on the post-test for the same group was 3.6. Apparently something in the training or the initial listening experience had contributed to the facilitative skills of the Listeners. (For a more specific breakdown on the results see Appendix B, Item 38.) Although Carkhuff in that same book, stated that,

> "Most of the evidence, both experimental as well as empirical, points toward the level of communication of the helper, whether professional or non-professional, as the critical variable in effective helping processes",

a recent doctoral study reported findings to the contrary. Gerson Sacks, in his unpublished, 1974 dissertation, Prediction of Client Perception of the Counseling Relationship,

> "Counselor openness and communication ability were not found to be significantly related to the way in which clients perceived the counseling relationship. Counselors found to have a a high degree of openness were no more likely to be perceived positively by their clients than were those counselors judged to be both closed and non-facilitative."

Because of this contradictory evidence, it was decided to use the data form the facilitative index as one indicator of probable success, but not to relocate any volunteer who scored on the lower end of the scale as long as a counselor felt that the volunteer could be of help to a student. (The pre- and post- test scores of a sample of both Listeners and counselors appears as Item 38 in Appendix B.)

The next step was to establish the procedures for the selection of the public school sites and personnel. It was not difficult to interest a small group of schools to serve during the pilot phase, for many educators agree with Silverman who in his book, Crisis in the Classroom, stressed that, "We will not see the end to the crisis in our schools until we open its doors to the real community from which our students come to us and to which they return." As the program developed there were requests from many additional schools who wished to join the program. In fact, one elementary principal, Miss Elvira Dopico, who is now an area-level Administrator, has said that the Listener Program was the most exciting program that she had seen in all her years as a principal. At the present time more than forty elementary schools have met the established criteria as outlined in Appendix B, Item 13, and have become involved.

The next and perhaps most crucial task, was to build a training program to provide this unique combination of challenge and flexibility which, as Bagley stated in Educating Emergent Man, "are the keys that continue to unlock the deeper chambers of man's mind." Even though many of the prospective Listeners had college degrees and some were even, as Maslow expressed it, "Using life as a laboratory", it was felt that a certain amount of orientation to this particular program was necessary. It became the policy that all prospective Listeners and counselors would have to participate in the pre-service activities in order to become thoroughly familiar with expectations and limitations of the program.

Of prime concern in the designing of training was the issue of curriculum or what the Listeners should know and be able to do. In the early stages, as previously stated, there was an emphasis on training toward the Rogerian mode. After the role of the Listener was modified, the training was changed to prepare volunteers for the new role. The decision was made to build on the knowledge skills already evident in the volunteers, i.e. to sharpen their ability to Listen and make helping responses within the framework of a meaningful relationship. Carkhuff in Helping and Human Relations, pointed out that, "Together the facilitative (See Item 32 for an index to facilitativeness) and action-oriented dimensions establish the helper as a model for effective living" (1969, p. 168) and it was hoped that the Listeners would serve as positive models for the students.

To this end it was decided to provide training via a wide variety of inputs. Each input was subject to critique by the participants at the end of each session, so that the less relevant topics were filtered out and the cogent ones retained. Consideration was given to include a range of activities and levels to reflect the hierarchies in both the affective and cognitive domains described by Bloom, in his Taxonomy of Educational Objectives. (The collection of the sample agendas has been included in Appendix B. Items 15, 16, and 17, reflect diversity.)

As planned, constant feedback was received as groups progressed from the pre-service training into the actual Listening experience and, based on Listener recommendations and professional judgment, modifications were made in the training curriculum. One topic which was added was, "How Cross-cultural Differences Can Affect the Listening Relationship." The need for direction on this topic arose because of the policy of placing Listeners outside of their immediate community. It was found that many Listeners were experiencing exposure to cultural, social, economic and even language situations much different from their own, so in order to minimize the impact of these differences, the Listeners were prepared for them. The first step in this preparation was a self-examination for, as Goodwin and Klausmeier pointed out in Learning and Human Relations, "Knowing your own values, fears, and motivations is a first step in dealing with these factors in others" (1966, p. 603). Then the trainees were lead by a multi-cultured team through activities designed to increase their knowledge and perceptions. (A sample of these techniques and the others which were included in the pre-service training package can be found in the scripts of the pre-service training films which have been included in Appendix B, Item 18 and the overviews found in Items 15, 16, and 17.) As the Listeners learned more about the personality of their individual students, it was found that more specific information was also needed on dealing with such actions as fantasy, agression, and anti-social behavior. Mortimer Smith in his book, And Madly Teach, suggested this grass roots approach to training and curriculum when he stated that "The students themselves are our best curriculum" (1949, p. 89). So the Listener program training was modified to use the needs and actions of the students as the basis of the training curriculum for the Listener. It was decided not to lengthen the pre-service training because the topics, although important, were not critical to the initial stages of relationship building. Instead, the monthly feedback meetings were restructured to include a fifteen minute guided information session on the requested topics. (These topics have been listed in Appendix B, Item 20.) These make better use of the expertise of the mental health professionals who were conducting the feedback meetings, because it became their additional responsibility to conduct the information sessions.

This point illustrates another facet of the training which merits a great deal of attention as a result of the sensitive and highly visible role which the Listeners were to play as representatives of the mental health community, the School Volunteer Program and the guidance department of the school. With all three groups intimately involved, consideration had to be given to the question of who would do the training. Once again an examination of the literature helped point the way.

1. "The most effective way of selecting a trainer would be to cast him in a training role." (Carkhuff, 1969)
2. "The key to trainee change is the trainer's level of functioning, while the key to the future is the trainees present level of functioning. The two may converge in effective programs, where trainees entering at relatively high levels interact with trainers functioning between levels 2.0 and 2.5 initially may gain significantly over the course of training with trainers functioning between levels 4.0 and 4.5." (Carkhuff, 1969)
3. "Neophytes in organizations seek advice from each other rather than from older members because all that the neophytes have to trade (to the older members) is deference (to the older members) and that is costly to the ego (of the neophytes)." (Sorensen and Baum, 1973)

As a result of these statements, the following generalizations were formulated concerning the selection and maintenance of trainers. Trainers had to be accepted and be judged meaningful by both the steering committee and the Listeners. They also had to operate at high levels of communication as indicated by an instrument such as the Carkhuff Facilitative Index or by a record of success in a facilitative role (i.e. successful record as a mental health professional, volunteer leader, school counselor or teacher, etc.). Also, the trainees themselves had to serve as trainers for each other by sharing their own knowledge and skills during selected portions of the training sessions. (See Appendix B, Item 21 for a photograph of a Listener-to-Listener demonstration.)

Several other additional considerations were felt to be of importance. The School Volunteer Program had on its staff, personnel who had had extensive previous experience training both community volunteers and school leaders, so these volunteer specialists were called upon to serve as trainers. Concurrently, there were strong feelings that each Listener would need to adjust to the unique personality and philosophy of the school in which he was to function, so it was decided to include as trainers both the counselors and school leaders with whom each would work. Finally, it was decided to further capitalize on the skill and experience of the mental health professionals by involving them as trainers. (A chart showing the training session responsibilities of each group has been included in Appendix B, Item 14.)

After determining what the training would focus on and who the trainers would be, the next step was to decide on how the training would be accomplished. Because of the premium placed on the time of the psychologists and other mental health professionals, their contributions were planned to be direct and concise. This group was given the responsibility of presenting mini-lectures during the pre-service training and of providing the input and leading the discussion during the feedback sessions. To the counselors and experienced Listeners fell the task of sharing their feelings and answering questions during the pre-service. Each counselor also was to hold an orientation meeting in his school with his assigned Listener trainees and then conduct a weekly coaching conference with them for the duration of their period of service. The Volunteer Specialists were to lead the group activities during the focus on team building and were to direct the role-playing during the focus on "Building 1:1 Relationships." (A sample of these training materials has been included as Item 19 in Appendix B.) In addition, the Volunteer Specialists were to supervise the placement of Listeners and, at the feedback sessions, answer questions and provide general direction. Care was taken to pace and balance each training session with a variety of materials and modes to appeal to the different personalities and learning styles of the trainees. Both pre- and inservice activities were augmented by supplementary reading lists, a handbook for participants and inservice television presentations. Participants were even encouraged to take advantage of training offered by other groups such as Parent Effectiveness, Green Circle, Magic Circle, and Teen Counseling.

The producing of materials and supplying of support services proved to be a vital factor in keeping the program responsive to the needs of the various groups. As Leonard Kezmier, the author of Principles of Management, pointed out, "The mark of the successful manager is the ability to anticipate the needs of others and to activate resources to meet those needs" (1969, p. 251). The training sessions proved to be a voracious consumer of materials. Everything from index cards for the team building exercises and booklets for the "Building 1:1 Relationships" segments to maps showing the location of Listener sites and copies of the philosophy/prospectus were supplied by the School Volunteer Program.

Another aspect of the training program which required special attention was securing the sites for the meetings. As the program grew and more and more people attended the feedback sessions, it was necessary to use community meeting rooms in banks, churches, department stores and even government centers. Inter-related was the problem of staffing the simultaneous training and feedback sessions near the sites and sources of volunteers. When it became evident that the time required of each mental health professional far out reached his initial commitment, the decision was made to search for alternatives. It was James Koerner, in Who Controls the Schools, who underscored this need by stating that, "Those who are the first and fastest with the alternative mode of action will command the attention fo those who control the schools" (1968, p. 185). Ultimately, two alternatives were identified and pursued. First of all, new professionals were recruited from universities, private treatment centers and additional school sources. In addition, funds were secured to film the four major presentations by the mental health professionals so that if they were unavailable to appear in person, at least the Listeners would have the benefit of their expertise via film. (A transcript of these films has been included as Item 18 in Appendix B.) Additional support services and materials which are described in other sections of this document include those related to the handbook, the administrator's module, the evaluation design and the communication/dissemination activities.

Phase III - Evaluating the Program

In the third phase, attention was focused on four specific kinds of activities which established a system for monitoring and evaluating both the processes and products of the program:

1. Establishing a system for monitoring all levels of participation within the program.
2. Developing evaluation instruments and procedures which were appropriate to and effective in the evaluation of this program.
3. Providing an overall evaluation of the processes of the program from all levels of participants and to allow for their assimilation into the program.
4. Conducting an evaluation of the products of the program to provide data for future improvements.

Monitoring the program presented a unique challenge as it grew from a handful of Listeners and three counselors in six schools to more than 150 Listeners and 35 counselors in 45 schools. The original guidelines as described in Appendix B, Item 5, were maintained, but additional measures were taken. The services of one full-time volunteer were needed to communicate with the Listeners and to complete mailings to the participants informing of the training feedback and planning meetings. (A record of the formal meetings has been included in Appendix B, Item 22 and sample cards used to communicate with volunteers, counselors, and mental health professionals appear as Items 23 and 24.) As the program grew it also became imperative to have a designated chairman who would represent the Listeners. One of the main duties of the person was to follow-up on the drop-outs and keep a finger on the pulse of the Listeners. At one time, there was even a graduate student who served as a Listener's listener.

Meetings also proved to be a very important evaluation medium. A very special and highly productive planning meeting was held in mid-year. Participants appraised progress and suggested changes. (The minutes from that meeting have been included as Item 25 in Appendix B.) At this time it was decided to enrich the feedback sessions with a guided input segment and to expand into junior high schools. The Youth Services Committee of the Mental Health Association became the vehicle for communication with the mental health professionals who were not directly involved with the training or feedback and with the county-level school personnel who served on that committee. In addition to recruitment, the committee was mainly concerned with the evaluation of the program. (A sample agenda appears in Appendix B, Item 26.)

Because the counselors were the front line interpreters of the philosophy of the program, it was necessary to remain in close touch and this was done primarily by phone and memo. The counselors in turn, met weekly with their assigned Listeners in coaching conferences and met regularly with the faculties of their schools to report progress and advise of changes or modifications in the program. Some counselors voiced the opinion that it was prudent to communicate with the parents of the students who were participating. Others felt that the Listeners should be regarded as part of the regular counseling services of the school and that calling attention to the activity might work to the detriment of the program. After lengthy consideration and experimental attempts with different approaches, it was decided to leave the issue to the discretion of the principal/counselor team at each school. In reality, only they knew the character of the community and personality of the parents well enough to determine the most appropriate course of action. (Sample letters to parents used by elementary and secondary schools have been included as Items 27 and 28 in Appendix B.)

As a result of comments made during feedback sessions, it became apparent that, for many of the Listeners, saying goodbye or withdrawing from the relationship at the end of the school year was a ~~very~~ awkward and painful situation. It was pointed out that, under more normal conditions, friendships did not end just because June had arrived. On the other hand, there was a feeling that to extend the relationship to more than one year, except in rare cases, would be to encourage a dependency and that was deemed undesirable. To cope with this situation, it became part of the philosophy of the program for the Listeners to establish, early in the development of the relationship, that they were special kinds of friends who were available for only limited periods of time. Then as the termination time drew near, both the Listener and the student could face the situation and their feelings openly. Several Listeners even described activities in which scrapbooks, photo collections or even self-made tokens of friendship were assembled and exchanged as farewell presents.

This idea seemed to fill the needs of the Listeners, but presented a minor philosophical problem. On the advice of the mental health professionals and school personnel, it had been part of the philosophy of the program to discourage the Listeners from bringing food or gifts. It had always been stressed that, in their role, the main emphasis was to be on the building, not buying, of the relationship. To open up the Pandora's Box of goodbye gifts seemed to defeat the basic goal of the program. The issue was resolved through the suggestion of a Listener who had simply made a friendship card for her students and had included some meaningful personal comments and/or pictures. It was decided that the School Volunteer Program would provide a basic card, which could be decorated and modified, by even the most inartistic of the Listeners, and given to the students. Because there was almost no intrinsic value to the card, it did not compromise the basic goals. Later feedback from some parents and teachers revealed that the thought behind the card was really valued and that some of the cards had been displayed on dressers, posted on bedroom walls and even carried in notebooks and used by the students during "Show and Tell" activities. (A sample of the basic card has been included in Appendix B as Item 29.)

As in the case of any new program or activity, the curiosity of others who were not directly involved was stimulated by the comments of the counselors, teachers and students who were direct participants. In order to communicate with those school people who were only indirectly affected, several steps were taken. The program was spotlighted in the School Volunteer Program Leader's Handbook which was distributed to all 239 schools in the county. (The appropriate page from that book has been included as Item 30 in Appendix B.) The Listeners were also the subject of one of the "Volunteers In Sight" programs, a weekly, half-hour television series for and about school volunteers and school personnel. (Other such communication activities have been detailed in section IV of this document.)

Because feedback was an integral part of each phase and component of the program and because attention had been given during the planning stages for the immediate incorporation of such feedback, no major changes were ever indicated by any of the communication or evaluation procedures. It seemed that the personnel connected with the program could have been using as a standard, Chester Nolte's observation in his book, An Introduction to School Administration, "An individual cannot be deemed a responsive and responsible administrator until he has proved to be accessible to both his loudest critic and his most silent praiser" (1966, p. 311).

In order to gain more specific information on the various components of the program an instrument was developed which combined an open-ended format with a Likert-type rating scale. This instrument was administered to 32 Listeners, 10 counselors, 11 teachers, 2 administrators and 4 program leaders after three months of involvement with the program. (A copy of this instrument may be found in Appendix B, Item 33.) The participants were asked to rate their degree of agreement to specific statements concerning the training components, school-level considerations and the role of the Listener. (See Appendix B, Item 38 and 39 for the record of the their responses.) The majority of the participants responded in a positive manner to all nine questions. The question which produced the widest range of response was number 6 which dealt with the adequacy of the facilities at the school. One of the contributing factors was undoubtedly the fact that each school determined where its Listeners would operate. It was decided to set more stringent guidelines for the housing of Listeners so that this factor could be better controlled. A majority of the teachers did not answer questions 1, 2, and 3 which focused on the value of the feedback sessions and school-level orientations for the Listeners. Although these questions dealt with areas of the program not directly related to teachers, it was felt that they needed to know more about these areas. To this end, counselors and Listeners were encouraged to communicate more with teachers about the training components. The need for improved communications between the program and faculties was also pointed up by the responses to statement 5 which sought to determine if the Listeners were regarded by this faculty as contributing members of the total school team.

The range of counselor responses indicated that more groundwork and follow-up was needed. Perhaps the item which had the most far-reaching effect was number 9. Forty percent of the total group surveyed, including Fifty-two percent of the Listeners, did not respond when asked to rate how much the Listeners had affected the behavior of the students in a positive manner. This lack of response raised several questions. Were the Listeners just being modest? Was the three months time period too short to produce noticeable results? Were there any observable changes in student behavior as a result of the exposure to the Listener? Some credence was given to the first and second alternatives, but the third alternative illustrated the most pressing evaluation need. In order to provide the program participants with the hard data needed to substantiate the continuance of the program, it was imperative to conduct a study of the effects of the Listeners on the behavior of the students. Because the results of the study would be used to justify the existence of the program not only to the Listeners themselves, but also to the academic world, it was decided to expand this phase of the evaluation and employ a standard research design and analysis.

Evaluation Design and Methodology

Subjects

Although the Listener Program was implemented in elementary schools on a county-wide basis, only those schools within one-half hour of traveling distance to the University of Miami were invited to participate in the evaluation. This was done to facilitate the collection of observation data by the observers, all of whom were University of Miami students. In some cases nearness to large university centers produces schools which are not really representative of the socia-economic and cultural make up of the school system. This, however, was not the case of these schools. As a result of pairing, the Dade County schools are a reflection of the total county population. Randomization was achieved by arbitrarily selecting a day and time for a meeting and then including in the study the schools of any counselors who were able to attend. Of the twenty-five schools which were eligible, counselors attended from twelve. This number was eventually narrowed to seven schools which remained to the end. The following reasons were given by those schools who withdrew: Listener or student sickness, failure to obtain a control match for the experimental student of internal situation within the school. Of the total of 160 students who were meeting with Listeners, the twenty-one in the seven schools were selected to serve as the experimental group.

A conference was held with the counselor from those schools in order to describe the four instruments being used and outline their roles in the overall design. The counselors were asked to list all those students in their schools who would be receiving Listeners and to identify the self-defeating behavior which qualified them to receive a Listener. Only those with one of the four self-defeating behaviors which appeared on the selected observation instrument were maintained in the experimental group. Those behaviors categories were: unrelated, social, aggression, withdrawal, (See Appendix A, Item 1 for an expanded explanation of each behavior.) The counselors were then asked to select a control for each by matching on the following criteria: teacher, sex, general problem area (one of the four self-defeating behaviors) and general academic ability. The resulting twenty pairs represented grades 2-5, both sexes and three ethnic groups. (See Appendix A, Item 2 for the specific numbers in each category.)

Treatment Procedures

The Listeners who had already received five hours of preservice orientation, as previously described, began meeting with their assigned students in November. The treatment period continued for approximately eight weeks until mid-January. Some Listener-student pairs met fewer times because of holidays and teacher work days when students were not in school. The Listeners were not told they were part of an evaluation and so proceeded, as all other Listeners, throughout the county, to meet for one-half hour per week with each student in order to build a meaningful relationship. The guidelines which governed these relationships and the actual listening techniques employed complied with the standards as described in other sections of this paper. Each Listener, met as per specifications, with the elementary counselor during a coaching conference and each was encouraged to attend the monthly feedback sessions with the mental health professionals.

Selection, Development and Collection of Data

The major hypothesis to be tested was:

> The frequency and evidence of self-defeating behavior of elementary students in the experimental group will be significantly less than the frequency and evidence of self-defeating behavior of elementary students in the control group.

In order to test this hypothesis, it was necessary to have valid and reliable measures of self-defeating behavior; the dependent variable. An observation technique FACT, which was developed, validated and reported on by Michelle Kavanaugh in her dissertation, An Investigation into the Relative Effectiveness of the Teacher-Counselor Team Method vs. Counseling in Facilitating Classroom Behavior Change, was modified to serve as the basis for the test design. The reliabilities for the four items ranged from .93 to .98. (See Appendix B, Item 41 for an analysis of reliability for the F.A.C.T.) Because the observation of student behavior by impartial, trained observers limited the data to that perceived by only one source, it was decided to broaden the study to include other types of behavior change recording instruments which would involve additional sources. Each additional instrument was selected due to its potential to indicate student behavior change as perceived by different sources. The other sources selected were the students themselves, their teachers and their peers.

To measure teacher perceptions and peer perceptions, two other scales were designed. They also based on the four self-defeating behaviors outlined in the FACT instrument. Changes in self-perception were based upon the categories in Ira Gordon's "How I See Myself Scale". (See Appendix B, Item 37)

In the booklet, "A Test Manual for the How I See Myself Scale," Gordon reported that there is a, low but significant correlation between all parts of the "How I See Myself Scale" and observed classroom behavior." (See Appendix B, Item 42 for an analysis of the correlations.)

It is important to note that for all scales the items and situations were considered fixed, a fact which increased reliability. Items were considered fixed because the results of the study were to apply only to those items by which student behavior was defined and measured and, as previously shown, all items originated from the same base or were significantly related. Situations were considered fixed for three reasons. First, because the results were to apply in the study only to the four behaviors defined in the FACT. Second, because observations were made at both morning and afternoon times, in order to minimize the effect of outside variables or influences such as stimulation just after a physical education class, pre-lunch hunger pangs or mid-afternoon slump. Third, because stability behavior,in the case of the observations, was greater after the initial "novelty" effect of being observed "wore off". Although the observers were trained to be as inconspicuous as possible, the curiosity of the students toward strangers in their class was evident. To offset this effect, the first two observations were discarded and only the remaining sessions were tallied. It was also assumed that as the observers practiced using the instrument, their skill and accuracy would increase, thus producing an increasingly more valid observation score.

Selecting and Training Instrument Administrators

The training of the observers as to how behavior would be coded was crucial and called for great skill. The first step was to select individuals who had had some observation experience. Two psychology classes from the University of Miami were selected to serve as the observers. Dr. Rowen's group made the pre-treatment observations, while Dr. Epstein's group observed at mid-treatment and post-treatment. Variability in observer interpretation was minimized by the use of the same trainer and training film and by the standardization of each observer against a constant who, in this case, was the trainer. It was planned that approximately three hours of training preparation would take place prior to the collection of observational data. The preparation consisted of explanation and discussion of behavior categories, coding from a ten minute film which showed a variety of classroom behavior and one forty-five minute standardizing session in an actual classroom. (See Appendix B, Item 43 for a breakdown in the percent of agreement against the standard for the two groups.) In addition each group was given a short orientation to the purpose of both the Listener program and the evaluation design, but they were never told which students were experimental and which were control.

In selecting those who would administer the self-perception instrument, several factors were considered. Because many of the students involved in the study were in the early elementary grades, it was thought it advisable to read the test to them, so a small group or one-to-one mode was most appropriate. This mode was also considered desirable due to the personal nature of the questions, but it was felt that the students would hesitate to respond honestly to a total stranger such as the study director. On the other hand, it was felt that to use the counselor or teacher, who knew a great deal about the students, might unnecessarily influence the responses to the scale. After taking into consideration all these factors, it was decided to use the student observers to collect the data after their last observation session in the classroom. The students would then have become accustomed to them, they could operate on a small group or one-to-one basis and they could handle the data on an impartial basis. The observers were trained to use this instrument by the study director. Because of the self-explanatory nature of the scale, it was necessary only to point out vocabulary words which could have proved to be troublesome to some students.

The main criteria used to select those who would administer the peer-perception instrument were access to the students, time enough to do the job well and skill in dealing with students. The elementary counselors in the project schools were the ones who possessed all these characteristics. It was felt that any effects of their knowledge of control and experimental students would be minimized by the fact that the instrument would be administered to entire classes at the same time. Training for this instrument was somewhat more involved because techniques had to be devised to cope with students who could not spell or who did not know the names of their classmates. The training took approximately two hours and was held on a day when students were not in school, so that the counselors could meet as a group.

At that same time the counselors were given the responsibility of gathering the data for the teacher perception instrument. Consequently, because the instrument was self-explanatory, all that was necessary was to see that the teachers got the the survey, answered the questions and returned the survey.

Collection of Data

In order to test the hypothesis, it was decided to collect the data at three stages: pre-treatment, mid-treatment and post-treatment.

At the writing of this paper, stages one and two have been completed and will be reported on. The pre and mid-term data gathering periods lasted for approximately two weeks each time.

The scheduling of the five observations of any particular pair, one half hour per individual per pair, was governed by the following criteria: only one observation to a twenty-four hour period; observation times which varied throughout the school day; consecutive observation time for pairs to capitalize on sameness of classroom environment. During any single half-hour session the observer would complete four observation cycles per minute. Each cycle would consist of ten seconds watching the student and five seconds classifying it as one of the four self-defeating behaviors or two non-self-defeating behaviors and recording it in the corresponding column on the observation form. After the sets of completed observation forms were turned in, they were randomly selected each time and cross-checked by the study director. The totals for each of the colums were transferred to a master sheet from which subsequent analysis was made.

The results of the peer-perception instrument were collected in another form. As per directions each student in the class was asked to look at a picture held by the counselor and listen to a paragraph read by the counselor. Each picture/paragraph set illustrated one of the four self-defeating behaviors under examination. Each student was then asked to list the names of all the students in the class who acted that way most of the time. These lists were then examined by volunteers for the names of the pairs of students in the study. The number of times each name appeared in each category was tallied and recorded on a master sheet and these frequencies were analyzed later.

Because the self-perception instrument, the How I See Myself Scale, was in a standardized written format, the collection of data from it was quite mechanical. After the students completed the scale, the pages were forwarded to the study director. A volunteer was trained to re-weight the randomly reversed responses and add the total score. The score for each student was then transferred to a master sheet from which later analysis was made.

A similar procedure was used for the teacher perception instrument because it too was in written format. The teachers of the pairs of subjects were asked to complete a separate form for each subject. The form defined each of the four self-defeating behaviors under study and presented a Likert-type frequency scale for each. The teacher simply marked where he thought each student was on the frequency scale for each behavior. These forms were then sent to the study director. Volunteers converted the marks to weight numbers and these were transferred to a master sheet to be analyzed later.

Results of the Teacher Perception Data

1. When comparisons were made between the original teacher perception scores and the student characteristic as viewed by the counselor, it became evident that there was a wide discrepancy in the two. It was then decided to compare those scores with the results of the other instruments.

2. The sets of teacher perception scores differed the most and were on longer considered as part of the study.

Results of the Peer Perception Data

1. The data from the Peer Perception instrument was statistically significant (as analyzed by the Mann-Whitney U Test)* at the .05 level.
2. The Peer Perception data yielded the total number of times the four self-defeating behaviors were judged by their peers as present in the individuals in the study. The scores indicated a change in behavior with a decrease in score indicating movement in a positive direction. On the test:
    a. 80% of the students who had Listeners showed an average decrease of 5.4 points** each, while only 10% of the students who did not have Listeners showed a decrease with an average improvement of only 2.7 points each.

    b. 5% of the students who had Listeners showed an increase in the self-defeating behavior with an average increase of only 4 points each, while 90% of the students who did not have Listeners showed an increase, in the same behavior, of an average of 4.5 points each.

    c. 15% of the students who had Listeners showed no change in their behavior.

(See Appendix A, Item 3 for a student-by-student data display.)

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*See Appendix B, Item 44 for description of this test

**Each point indicates that a classroom peer of the individual identified the individual as exhibited that behavior most of the time.

Results of the Self-Perception Data

1. The data from the "How I See Myself" Scale was statistically significant (as analyzed by the Mann-Whitney U Test) at the .05 level.

2. The "How I See Myself" Scale indicated the positive feelings the student had toward himself and toward the environmental factors which have directly affected his self-concept. The highest possible score was 90 and the lowest was 8. On this test:

   a. 80% of the students who had Listeners showed an average increase of 11.9 points each, while only 15% of the students who did not have Listeners showed an increase with an average improvement of only 4.3 points each.

   b. 20% of the students who had Listeners showed a decrease in their self-concept scores with an average decrease of only 8.5 points, while 85% of the students who did not have Listeners showed a decrease with an average point loss of 17.4 points each.

(See Appendix A, Item 4 for a student-by-student data display.)

Results of the Observation Data

1. The data from the "Withdrawn", "Aggressive" and "Social" sub-tests were statiscally significant (as analyzed by the Mann-Whitney U Test) at the .05 level. The data from the "Unrelated Task Oriented" sub-test was not significant and will not be considered further.

2. On the "Withdrawn" sub-test which indicated the number of times the self-defeating behavior was observed:
   a. 75% of the students who had Listeners showed an average decrease of 40.2 points** each, while 30% of the students who did not have Listeners showed a decrease with an average improvement of only 3.3 points each.
   b. 20% of the students who had Listeners showed an increase in this self-defeating behavior with an average increase of only 2 points each while 70% of the students who did not have Listeners showed an average increase, in the same behavior, of an average of 14.3 points each.
   c. 5% of the students who had Listeners showed no change in the behavior.

3. On the "Social" sub-test which indicated the number of times this self-defeating behavior was observed:
   a. 75% of the students who had Listeners showed an average decrease of 40.9 points each while 25% of the students who did not have Listeners showed a decrease with an average improvement of only 7.6 points each.

**Each point indicates that a trained observer saw the behavior exhibited by the control/experimental student during one of the 600 possible observation cycles/

b. 20% of the students who had Listeners showed an increase in this self-defeating behavior with an average increase of only 2.3 points each while 75% of the students who did not have Listeners showed an increase, in the same behavior, of an average of 16.2 points each.

c. 5% of the students who had Listeners showed no change in the behavior.

4. On the "Aggressive" sub-test which indicated the number of times this self-defeating behavior was observed:

a. 75% of the students who had Listeners showed an average decrease of 33.8 points each while 25% of the students who did not have Listeners showed a decrease with an average improvement of only 5.6 each.

b. 20% of the students who had Listeners showed an increase in this self-defeating behavior with an average increase of only 7.5 points each, while 75% of the students who did not have Listeners showed an average increase, in the same behavior, of an average of 32.2 points each.

c. 5% of the students who had Listeners showed no change in behavior.

(See Appendix A, Item 5 for a student-by-student data display.)

Phase IV - Replicating the Program

In this phase, attention was focused on several activities which encouraged the replication of the program:

1. Providing information for prospective and/or interested school administrators in a form compatible with contemporary competency-based teacher education (CBTE).
2. Providing a handbook for school-level personnel and volunteer Listeners.
3. Facilitating the use of this program by other school systems.

Designing and producing a performance-based module in order to tell others what had and could be done with volunteer Listeners was a natural outgrowth of the program. It was decided to focus on five of the major target areas with which program developers would have to deal: philosophy, needs/resources, administration/supervision, training and evaluation. (The "Overview" of the module has been included as Item 45 in Appendix B.) Care was taken to include a wide variety of input sources to meet the learning styles of the individuals who would be using the module. Exercises have been included which range from reading about how other programs work and visiting programs in operation to viewing multi-media productions and interacting with local resource persons. The module was designed to be self-administering and can be completed without additional materials or resources, although participants should be encouraged to explore a variety of resources.

The main purpose of the handbook was to provide both pragmatic and practical direction to the Listeners and the school personnel with whom they work. Materials for the handbook were culled from many sources. Some were adapted from informational books and materials; some were adapted from other handbooks for volunteers; some were originated expressly for the resource. (See Appendix B, Item 46 for the "Table of Contents".) Care was taken to present a variety of materials and ideas, but to have them all reflect the some basic philosophy of the program as previously described.

One of the most exciting aspects of the program came in telling others about the accomplishments. Several activities were of particular importance. In order to gain national attention, the director of the study attended the National School Volunteer Program Convention in Austin. At that time, there was ample opportunity to share with other volunteer leaders and school personnel. In order to involve state-level officials, presentations were made to representatives from the Florida State Department of Education. They were so enthusiastic in their support that they agreed to provide funds to produce the training films previously described. Other departments became interested and the Pupil Personnel Section, even published an article in their quarterly newsletter which was distributed state-wide. (See Appendix B, Item 47 , for a copy.) Other programs throughout the state were communicated with during meetings of such groups as the non-public school conference, the Florida School Volunteer Program Ad Hoc Committee, the ESEA Title III Training Conference for New Program Managers. Written information was distributed via the Florida School Volunteer Program Directory. (Appendix B, Item 48, contains a reprint from that publication.) Locally, dissemination of information was facilitated by the cooperation of the county's mass-media. In addition to the usual public service spots on local radio and television shows the Listener program was the subject of both a fifteem-minute and half hour television feature. (Samples from newspaper features and television scripts have included in Appendix B, Items 49, 50, and 51.) Intra-system communication was assisted by the weekly television show, "Volunteer In·Sight" and the School Volunteer Program Newsletter, both of which carried much information about Listeners. (See Appendix B, Item 52.)

Because of the newly acquired evaluation data, dissemination of information about the program will become increasingly important. It is hoped that this small piece of research and the documentation of the progress of this one program will encourage others to experiment and expand the role of school volunteers. The students are ready and the community is ready, all that is needed is a catalyst to bring the two together.

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APPENDIX A

APPENDIX A

Item 1

Definition of the Four Self-Defeating Behaviors Selected for Study

1A. UNRELATED TASK ORIENTATION (NON ACADEMIC)

(His or her) interest is often focused on a task not assigned. E.g. drawing; stringing paper clips; making an airplane. When called upon (his or her) responses maybe "what?" or "Repeat the question." (His or her) Activities often includes wandering around the room, taking the long route rather than moving directly; combing hair; digging inside desk; going to bathroom or drinking fountain unnecessarily.

1B. UNRELATED TASK ORIENTATION (ACADEMIC)

(He or she) works on one school-related task when the need is to be attending to another. (He or she) reads library books in preference to doing assigned work. (He or she) listens to activities of others when (he or she) should be doing (his or her) own work

2. PURE-SOCIAL

(He or she) seems to enjoy talking with others and does so to the exclusion of getting classwork done. (He or she) wants to tell about everything that goes on in his life. (He or she) does this with peers, (he or she) socializes apart from the task and, on the playground, social relations heavily outweigh game playing. (He or she) may make faces or in general clown around to get attention.

3. AGGRESSION

(He or she) exhibits behavior which is disrespectful of the rights of others with intent. (He or she) may retaliate physically or non physically by hitting others, throwing temper tantrums, or even defying for the sake of defiance. Some other behavioral examples are deliberate loud noise making to distract class, shoving in lines, sharpening pencil and sticking others or destruction of property-(his or her)own or others.

4. WITHDRAWAL

(He or she) appears to daydream a great deal and often looks out of window; lies with head on desk; stares aimlessly about the room or at nothing. (He or she) rarely plays with others and stands alone or quietly refuses (usually by avoidance) to get involved with others in class.

APPENDIX A

Item 2

Characteristics of the Students

Ethnic Group

Black = 8
White = 8
Spanish = 12

Sex

Male = 10
Female = 10

Grade

2 = 2
3 = 5
4 = 3
5 = 5
6 = 5

Classification by teacher and/or Counselor

Overly aggressive = 10
Overly shy = 3
Overly social = 4
Out of touch with surroundings = 3

APPENDIX A

Item 3

RESULTS OF PEER-PERCEPTION INSTRUMENT

NOTE: The lower the percentage of times identified, the more diminished the self-defeating behavior had become.

Experimental Student	% Pre	% Post	Diff.	Control Student	% Pre	% Post	Diff.
X1	16	2	-14	C1	13	14	+1
X2	16	20	+4	C2	23	15	+12
X3	15	8	-7	C3	10	18	+8
X4	20	20	0	C4	3	8	+5
X5	0	0	0	C5	14	25	+9
X6	10	7	-3	C6	8	11	+3
X7	5	2	-3	C7	17	19	+2
X8	6	3	-3	C8	5	8	+3
X9	9	8	-1	C9	13	18	+3
X10	15	7	-8	C10	9	10	+1
X11	15	2	-13	C11	9	16	+7
X12	5	1	-4	C12	31	25	+6
X13	5	1	-4	C13	5	6	+1
X14	10	6	-4	C14	8	15	+7
X15	7	4	-3	C15	8	13	+5
X16	3	0	-3	C16	5	3	-2
X17	38	21	-17	C17	3	4	+1
X18	8	8	0	C18	12	15	+3
X19	2	1	-1	C19	10	15	+5
X20	13	10	-3	C20	2	7	+5

APPENDIX A

Item 4

RESULTS OF SELF-PERCEPTION INSTRUMENT

NOTE: The more positive the score the more positive the self-concept.

Experimental Student	Pre	Post	Gain	Control Student	Pre	Post	Gain
X1	60	77	+17	C1	59	43	-16
X2	67	82	+15	C2	70	71	+1
X3	73	79	+6	C3	51	46	-5
X4	76	82	+6	C4	66	32	-34
X5	58	45	-13	C5	70	51	-19
X6	74	80	+6	C6	61	42	-19
X7	37	47	+4	C7	52	33	-19
X8	63	78	+15	C8	68	42	-26
X9	51	50	-1	C9	75	45	-30
X10	60	64	+4	C10	71	78	+7
X11	59	71	+12	C11	58	41	-17
X12	21	62	+41	C12	80	61	-19
X13	57	67	+10	C13	71	56	-15
X14	42	54	+12	C14	56	50	-6
X15	77	75	-2	C15	76	61	-15
X16	36	56	+20	C16	86	60	-26
X17	66	85	+19	C17	58	63	+5
X18	65	66	-1	C18	67	51	-16
X19	21	53	+32	C19	33	30	-3
X20	40	48	+8	C20	68	58	-10

APPENDIX A

Item 5

RESULTS OF OBSERVATION INSTRUMENT
(Focus on Aggression)

NOTE: The more negative the gain score, the fewer times that the aggression behavior was observed.

Experimental Student	Pre	Post	Gain	Control Student	Pre	Post	Gain
X1	130	20	-10	C1	86	180	+94
X2	18	2	-16	C2	93	86	-5
X3	10	14	+4	C3	4	24	+20
X4	84	20	-64	C4	5	20	+15
X5	20	5	-15	C5	39	36	-3
X6	56	2	-54	C6	135	170	+35
X7	32	40	+8	C7	101	120	+19
X8	93	9	-84	C8	98	92	-6
X9	45	3	-42	C9	92	106	+14
X10	60	2	-58	C10	73	129	+56
X11	10	0	-10	C11	30	35	+5
X12	60	5	-55	C12	55	61	+6
X13	30	40	+10	C13	70	65	-5
X14	40	32	-8	C14	89	95	+6
X15	77	61	-16	C15	103	104	+1
X16	35	10	-25	C16	46	89	+43
X17	2	10	+8	C17	5	48	+43
X18	12	2	-10	C18	32	23	-9
X19	71	30	-41	C19	84	106	+22
X20	0	0	0	C20	0	56	+56

APPENDIX A

Item 6

RESULTS OF OBSERVATION INSTRUMENT
(Focus on Excessive Socialness)

NOTE: The more negative the gain score, the fewer times that the excessive socialness was observed.

Experimental Student	Pre	Post	Gain	Control Student	Pre	Post	Gain
X1	130	126	-4	C1	141	145	+4
X2	182	171	-11	C2	152	140	-12
X3	127	130	+3	C3	122	180	+58
X4	137	120	-17	C4	112	122	+10
X5	143	141	-2	C5	136	149	+13
X6	173	100	-73	C6	186	196	+10
X7	85	20	-65	C7	92	91	-1
X8	192	75	-117	C8	176	182	+6
X9	154	63	-91	C9	160	190	+30
X10	177	180	+3	C10	176	181	+5
X11	16	2	-14	C11	10	0	-10
X12	0	1	+1	C12	29	50	+21
X13	8	8	0	C13	2	16	+14
X14	35	10	-25	C14	39	31	-8
X15	40	8	-32	C15	43	52	+9
X16	66	53	-13	C16	61	71	+10
X17	28	30	+2	C17	20	63	+43
X18	140	120	-20	C18	130	123	-7
X19	74	6	-68	C19	83	87	+4
X20	94	32	-62	C20	96	102	+6

APPENDIX A

Item 7

RESULTS OF OBSERVATION INSTRUMENT
(Focus on Shy/Withdrawn)

NOTE: The more negative the score, the fewer the times that the shy/withdrawn behavior was observed.

Experimental Student	Pre	Post	Gain	Control Student	Pre	Post	Gain
X1	31	25	-6	C1	42	37	-5
X2	22	10	-12	C2	14	12	-2
X3	56	42	-6	C3	62	66	+4
X4	15	6	-9	C4	47	36	+11
X5	46	38	-8	C5	35	69	+34
X6	22	24	+2	C6	11	18	+7
X7	57	58	+1	C7	58	82	+24
X8	33	26	-7	C8	26	35	+9
X9	29	30	+1	C9	31	58	+27
X10	41	41	0	C10	35	34	-1
X11	158	90	-68	C11	114	128	+14
X12	150	65	-185	C12	146	152	+6
X13	138	23	-115	C13	130	142	+12
X14	35	36	+1	C14	34	37	+3
X15	58	2	-56	C15	65	69	+4
X16	43	1	-42	C16	52	51	-1
X17	18	13	-5	C17	68	80	+20
X18	58	20	-38	C18	65	63	-2
X19	43	4	-39	C19	61	92	+31
X20	30	18	-12	C20	10	15	+5

APPENDIX B

APPENDIX B

The Study Plan and Supporting Data

Phase I - Designing the Program

Target Deadline - March, 1974

Objective	Activity	Indicators
1. To survey and analyze the use of lay listeners in various settings	1.1 Gather information through: a. Library research b. Interviews with individuals in related fields c. Questionnaires to other systems	1.1 Written summary of relevant programs plus: *a. Log of library hours *b. List of those interviewed *c. File of completed questionnaires
	1.2 Extrapolate cogent points	*1.2 ** A written summary and/or chart detailing relevant information
2. To determine the needs and capabilities of possible sponsors	2.1 Hold exploratory talks with possible sponsors (i.e., appropriate groups and individuals) such as: a. School Volunteer Program of the Dade County Public Schools b. Dade County Mental Health Association c. Various personnel from the Dade County Public Schools d. Local governmental agencies	**2.1 A written summary of results of talks
3. To establish a communications network and "modus operandi" for the initial stages of the program	3.1 Obtain commitments from sponsors	*3.1 Appropriate communiques
	3.2 Provide sponsors with input on suggested steps for proceeding	*3.2.1 A chart describing roles of various sponsors *3.2.2 A program prospectus *3.2.3 A job description for lay listeners in the Dade County Public Schools
	3.3 Set up dates for future meetings, deadlines, etc.	*3.3 Tentative timetable

* See corresponding numbers on following pages for details.
** See narrative for details.

APPENDIX B

Item 1

Log of Library and Reading Hours (1.1.a)

DATE	TIME	TOPIC	LOCATION
0/29/73	1:30-3:30	ERIC files	F.I.U.
10/30/73	12:00-4:00	ERIC files	F.I.U.
2/23/74	10:00-5:00	1. Helping and Human Relations, Vol. I	Home
2/24/74	12:00-3:00	"	"
2/25/74	6:00-8:00	"	"
2/26/74	8:00-10:00	"	"
2/27/74	6:00-8:00	"	"
2/28/74	6:00-8:00	"	"
3/2/74	8:30-2:30	2. Helping and Human Relations, Vol. II	F.I.U.
3/3/74	12:00-5:00	"	Home
3/4/74	6:00-8:00	"	"
3/5/74	6:00-8:00	"	"
3/6/74	8:00-10:30	"	"
3/6/74	10:00-12:30	"	"
3/7/74	6:00-8:00	"	"
3/8/74	7:30-10:30	"	"
3/11/74	6:00-8:00	3. Toward Effective Counseling and Psychotherapy	"
3/12/74	5:30-7:30	"	"
3/13/74	6:00-8:00	"	"
3/14/74	10:00-12:00	"	"
3/15/74	12:00-2:00	"	"
3/16/74	12:00-5:00	4. Pygmalion in the Classroom	F.I.U.
3/17/74	3:00-6:00	"	Home
3/18/74	6:00-7:00	"	"
3/19/74	9:00-12:00	"	"
/20/74	12:00-2:00	"	"
3/23/74	12:00-4:00	5. Client-centered Therapy	F.I.U
3/24/74	8:00-4:00	"	Home
3/25/74	10:30-12:00	"	"
3/26/74	6:00-8:00	"	"
3/27/74	8:00-12:00	"	"
3/28/74	6:00-8:00	"	"
3/29/74	9:00-3:00	"	"
3/30/74	1:00-3:00	6. How to Read a Person Like a Book	"
3/31/74	12:00-2:00	"	Plane
4/1/74	12:00-2:00	"	Austin
4/2/74	12:00-2:00	"	"
4/3/74	2:00-4:00	"	Plane
4/4/74	10:00-5:00	7. Humanistic Psychology: Interview with Maslow, Murphy, and Rogers	Home
4/5/74	12:00-4:00	"	Acapulco
4/6/74	10:00-2:00	"	"
4/7/74	1:00-3:00	"	"
4/10/74	2:00-4:00	"	"
4/13/74	12:00-4:00	8. American Education - A National Failure	Home
4/15/74	4:30-8:30	ERIC files	F.I.U.
4/16/74	10:00-12:00	American Education - A National Failure	Home
4/17/74	6:00-8:00	"	"
4/18/74	7:30-8:30	"	"
/19/74	12:00-2:00	9. Taxonomy of Educational Objectives	"
/20/74	10:00-5:00	"	"
/21/74	10:00-4:00	10. Experimentaland Quasi-Experimental Designs for Research	"
4/24/74	5:00-7:00	11. Learning and Human Relations	Home

DATE	TIME	TOPIC	LOCATION
4/25/74	8:00-10:00	Learning and Human Relations	Home
4/26/74	6:00-7:00	"	"
4/27/74	1:00-3:00	"	"
4/28/74	12:00-4:00	"	"
/29/74	4:30-8:00	12. Crisis in the Classroom	F.I.U.
4/30/74	6:30-9:30	"	Home
5/1/74	10:00-12:00	"	Tallahassee
5/2/74	4:00-6:00	"	Plane
5/4/74	12:00-4:00	"	Home
5/5/74	4:00-6:00	"	"
5/6/74	8:00-10:00	13. Educating Emergent Man	"
5/7/74	6:00-8:00	"	"
5/11/74	8:00-2:00	"	"
5/11/74	8:00-12:00	"	"
5/13/74	5:00-8:00	14. Transformation of the School	F.I.U.
5/14/74	6:00-8:00	"	Home
5/15/74	10:00-12:00	"	"
5/16/74	6:00-12:00	"	"
5/17/74	6:00-7:00	"	"
5/18/74	10:00-2:00	"	"
5/20/74	8:00-12:00	15. Democracy and Education	F.I.U.
5/21/74	6:00-8:00	16. The Way Out of Educational Confusion	Home
5/22/74	10:00-2:00	17. How We Think	"
5/23/74	8:00-12:00	18. Human Nature and Conduct	"
5/24/74	6:00-7:00	19. And Madly Teach	F.I.U.
5/25/74	4:00-6:00	"	Home
5/26/74	1:00-3:00	"	"
5/28/74	6:00-9:00	"	"
5/29/74	6:00-8:00	"	"
/30/74	10:00-12:00	"	""
5/31/74	6:00-8:00	"	"
6/1/74	8:00-12:00	20. The Conflict in Education	F.I.U.
6/2/74	1:00-3:00	"	Home
6/3/74	6:00-8:00	"	"
6/4/74	7:00-9:00	"	"
6/9/74	6:00-8:00	"	Plane
6/10/74	6:00-8:00	"	Home
6/11/74	6:00-8:00	"	"
6/12/74	10:00-12:00	21. Asylums	"
6/13/74	7:00-9:00	"	"
6/14/74	5:30-7:30	"	"
6/15/74	1:00-3:00	"	"
6/16/74	2:00-4:00	"	"
6/17/74	6:00-8:00	22. Deschooling Society	"
6/18/74	9:00-12:00	"	"
6/19/74	7:00-9:00	"	"
6/20/74	6:00-8:00	"	"
6/21/74	6:00-8:00	"	"
6/22/74	10:00-2:00	"	"
6/23/74	10:00-2:00	"	"
6/24/74	4:30-6:30	ERIC files	F.I.U.
6/25/74	8:00-12:00	23. Organizational Behavior	Home
6/26/74	8:00-12:00	"	"
6/27/74	7:00-9:00	"	"
/28/74	6:00-8:00	"	"
6/29/74	1:00-3:00	24. Principals of Managers	"
6/30/74	2:00-4:00	"	"
7/1/74	6:00-8:00	"	"

DATE	TIME	TOPIC	LOCATION
7/2/74	6:00-8:00	Principals of Managers	Home
7/3/74	7:30-10:00	"	"
7/4/74	6:00-8:00	"	"
/6/74	10:00-2:00	25. How to Change the Schools	"
7/7/74	10:00-2:00	"	"
/8/74	6:30-8:30	"	"
7/9/74	6:00-8:00	"	"
7/10/74	5:00-8:00	26. Who Controls the Schools	"
7/11/74	6:00-7:30	"	"
7/12/74	9:00-12:00	"	"
7/13/74	12:00-2:00	"	"
7/14/74	1:00-3:00	"	"
7/15/74	6:00-8:00	27. An Introduction to School Administration	"
7/16/74	4:30-7:00	"	"
7/17/74	6:00-8:00	"	"
7/18/74	6:00-8:00	"	"
7/19/74	6:00-8:00	"	"
7/20/74	1:00-3:00	"	"
7/21/74	8:00-2:00	"	"
7/22/74	6:00-8:00	28. Self-Actualization	"
7/23/74	6:00-8:00	"	"
7/24/74	7:00-1:00	"	"
7/25/74	6:00-8:30	"	"
7/26/74	8:00-5:00	"	"
7/27/74	10:00-2:00	"	"
7/28/74	10:00-4:00	29. Reality Games	"
7/29/74	6:00-8:00	"	"
7/30/74	7:30-8:30	"	"
/31/74	7:00-9:00	"	"
8/1/74	6:00-8:00	"	"
/2/74	6:00-10:00	"	"
8/3/74	8:00-12:00	"	"
8/4/74	8:00-12:00	"	"
8/5/74	6:00-10:00	30. I'm O.K. - You're O.K.	"
8/6/74	7:30-9:30	"	"
8/7/74	8:00-10:00	"	"
8/10/74	12:00-1:00	"	"
8/11/74	8:00-1:00	"	"

APPENDIX B

Item 2

Individuals Consulted (1.1.b)

Public School Personnel

County-level School Ad.

1. Dr. Audrey Jackson
2. Hy Rothstein
3. Don Samuels
4. Bob Adams

Area-level School Ad.

5. Dr. Carol Fineman
6. Dr. Jeff West
7. James Norton
8. Don Burroughs
9. John Earle
10. Rossama Nyberg
11. Elvira Dopico

Counselors

12. Barbara Reker
13. Susan Roberts
14. Norm Golin
15. Carol Toner

State ESEA Title III

16. Ray Foster

Mental Health Professionals

1. Dr. Elizabeth Metcalf
2. Dr. Jo Crown
3. Dr. Warren Schlanger
4. Isabel Mewes
5. Dr. Barry Kaplan
6. Dr. Marvin Dunn
7. Robert Solomon
8. Roger Perry
9. Dr. Richard Emerson
10. Lucy Estrin
11. Donald Heacock

University Professors

1. Dr. Betty Rowen
2. Dr. Carolyn Garwood
3. Dr. Michael Epstein
4. Dr. Michelle Kavanaugh
5. Dr. McGregor Smith
6. Dr. Diane Baker
7. Dr. Craig Eisendrath

Item 3

THE NATIONAL SCHOOL VOLUNTEER PROGRAM, INC. (1.1.c)

Dear Member:

As a part of our efforts to receive national publicity, I have been asked to survey all the school volunteer programs on our rolls. You should indicate to what degree your efforts last year (1973-74) were successful in the areas I have listed.

I would appreciate it, if you would return the completed form to my office at 1451 N. Bayshore Drive, Miami, Florida 33132, by November 1, 1974. Thank you for your cooperation.

Nancy Cooper

	Unsuccessful		Moderately Successful		Successful
GOALS (Please Circle)	1	2	3	4	5
1. Recruitment campaign	1	2	3	4	5
2. Publicity and promotions for program	1	2	3	4	5
3. Training program for volunteers	1	2	3	4	5
4. Training program for teachers	1	2	3	4	5
5. Placement of volunteers How many? _____ (number)	1	2	3	4	5
6. Recognition of volunteers	1	2	3	4	5
7. Evaluation of program	1	2	3	4	5
8. Development of support materials	1	2	3	4	5
9. Use of cross-age tutoring	1	2	3	4	5
10. Use of senior citizen volunteers	1	2	3	4	5
11. Use of counselor assistants	1	2	3	4	5
12. Business/corporate involvement	1	2	3	4	5

Has your program or any member of your staff received a policy statement from your local education agency regarding volunteers and teacher unions?

_____ Yes _____ No (Please Check)

APPENDIX B Item: 4 (3.1)

WH[illegible] IS IT ?

"Listen to Children" is a special program in which volunteers are trained to help children who have some sort of emotional or psychological problem.

"Listen to Children" is a special program with the main purpose of *preventing* more serious problems from growing.

This is a Primary Prevention Program in which volunteers can give love, warmth, and concern to children who may not otherwise have an adult friend who is willing to spend time with them, listen to their conversation, and hear about their concerns.

If you love children and want to help, you may be a "Listener" in this important program.

We invite your participation and urge you to tell your friends about the "Listen to Children" project. Call the MHA office - 379-3642 - for further information.

HOW DOES IT[illegible]RK ?

Each two of the public schools in the program have an elementary school counselor who is responsible for working with children who are having a problem with behavior and/or adjustment difficulties.

With the obvious limitations of time, these counselors are not able to see every child who may need help, over and extended period of time.

Therefore, the Mental Health Association, in cooperation with the School Volunteer Program staff, is providing a team of trained volunteers to serve as "Listeners". Each volunteer is asked to give at least one half-day per week to be a friend to three or four children in a particular school.

Generally, assignments are made by the counselor or the school principal, in consultation with the teacher, Parents are also informed, if this is deemed wise by the school administration.

Back-up consultation is provided by mental health professionals who are members of the Mental Health Association and who give of their time as a service to the community.

WHAT ABOUT TRAINING ?

Orientation Sessionas are required of every volunteer, plus a monthly in-service training meeting called a "Play-back Session".

In addition, coaching conferences are held weekly in each school, with the guidanc of the school counselor to whom the volunteer has been assigned.

Orientation Sessions are held before the start of each semester, to prepare volunteers for work during that term.

Assignments are usually made in a school other than the one in which a volunteer's own children are enrolled. However, every effort is made to assign the volunteer to a school close enough to the "Listener's" home, so that travel is minimized.

The role of the "Listener" is that of an adult friend and mahy different talents can be used in developing a good relationship between the child and the volunteer.

Please complete the attached form and return it to the:

Mental Health Association
800 Brickell Plaza
Miami, Florida 33131

YOU CAN MAKE A DIFFERENCE! JOIN AND SUPPORT YOUR MENTAL HEALTH ASSOCIATION! THANK YOU!

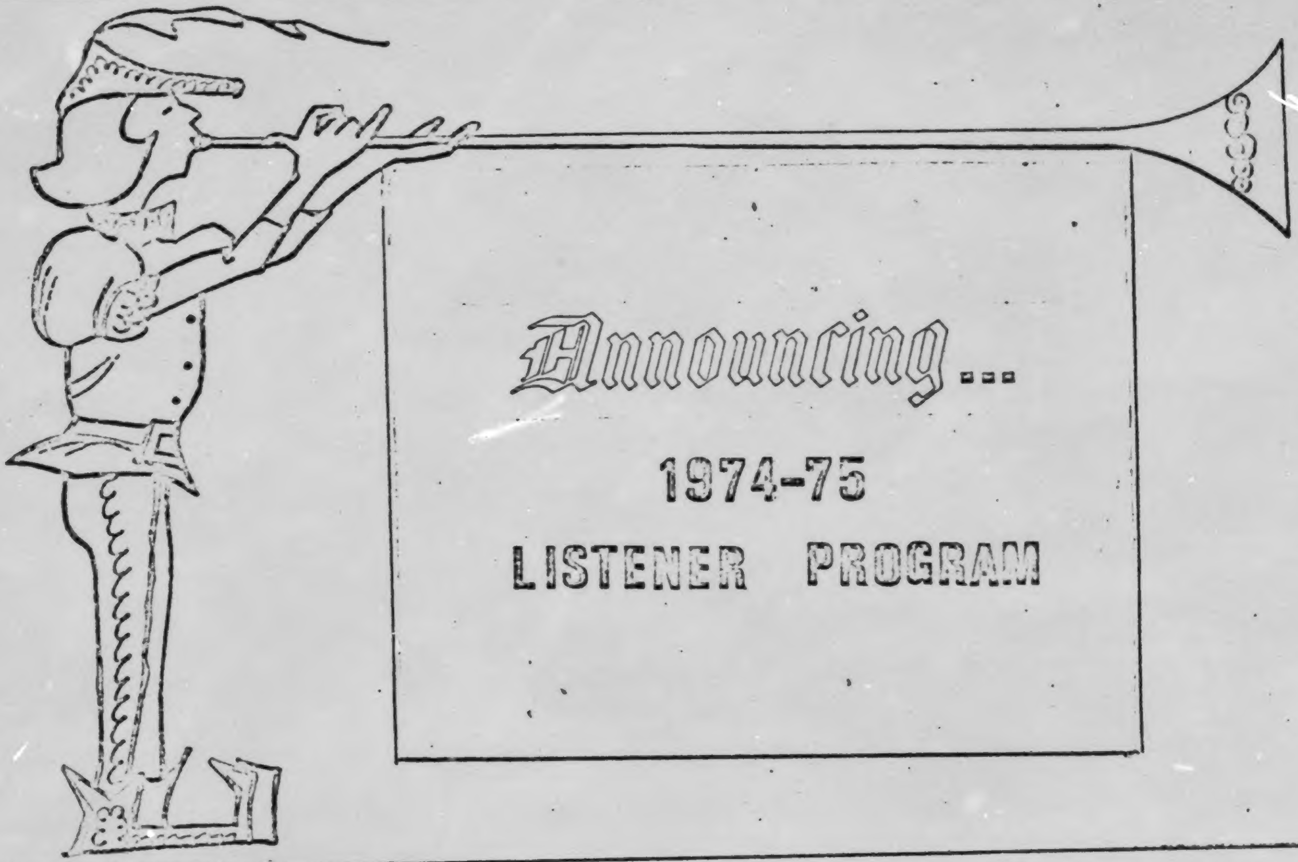
63

Item 5

Role of Sponsors of the Listener Program (3.2.1)

Mental Health Association	School Volunteer Program	Participating Schools
1. Assist in recruitment of volunteer listeners.	1. Recruit schools and counselors.	1. Demonstrate approval of program through commitment of personel, facilities and support.
2. Secure services of volunteer Mental Health Professionals to provide input during preservice orientations and feedback sessions.	2. Provide a staff person to represent the school system on the Steering Committee and at all meetings.	2. Free a counselor to attend initial orientation session and feedback sessions.
3. Provide a volunteer who will serve as Coordinator of Listeners.	3. Serve as liaison with the schools, counselors and school system in general.	3. Communicate regularly with volunteers via weekly counselor/Listener coaching conference.
4. Provide a staff person to represent the Association on the Steering Committee and at all meetings.	4. Assist in recruitment of volunteer Listeners.	4. Orient faculty as to the role of the Listeners.
5. Provide clerical assistance for such tasks as mailings, materials reproduction, etc.	5. Provide a staff person to organize and conduct training sessions and to provide input during feedback sessions.	5. Provide the students for the program.
6. Serve as liaison with the professional mental health community.	6. Provide clerical assistance for such tasks as mailings, materials, reproduction, etc.	6. Orient the Listeners to the philosophy and facilities of the school.
7. Assist in the conducting of publicity and public awareness campaign.	7. Assist in the conducting of publicity and public awareness campaigns.	7. Serve as liaison with parents and other community groups.
8. Assist in evaluation of program and products.	8. Organize and conduct evaluation of program and products.	8. Assist in recruitment of volunteer Listeners.
		9. Assist in the collection of evaluation data.

APPENDIX B Item: 6 (3.2.2)



Announcing...

1974-75

LISTENER PROGRAM

1. The purpose of the program is to provide an opportunity for each student and Listener to build a meaningful relationship and to help alleviate anxiety and frustration in the students

2. Listeners receive five hours of preservice training by the Mental Health Association and the School Volunteer Program.

3. Listeners are recruited by the Mental Health Association and interested schools themselves.

4. To be eligible for participation both the school principal and elementary counselor must agree to accept Listeners and to adhere to the guidelines of the program.

5. Each elementary counselor or visiting teacher counselor works with approximately four to six Listeners per school.

6. Each Listener spends approximately 30 minutes per student per week. Most Listeners have from two to six students.

7. A five to fifteen minute coaching conference is held each week between counselor and Listener

8. Monthly feedback sessions are held so that both Listeners and counselors may exchange ideas with Mental Health professionals.

9. Parent Permission forms for participating students are option of each principal.

10. Records between counselor and Listener are at the option of each individual school.

11. Student candidates may be referred to counselors by teachers or selected by counselors themselves. Relationship may be ended by request of Listener, student, or counselor.

12. Students in the program are not extreme cases.

13. To become involved call the School Volunteer Program (371-2491).

APPENDIX B
Item 7

THE LISTENER PROGRAM JOB DESCRIPTION (3.2.3)

TYPE OF WORK: LISTENER

BACKGROUND: As the schools of Dade County seek ways for each student to acquire the attitudes and habits essential to the maintenance of good health, a need arises for assistance of a volunteer skilled in this area. Such developmental assistance will allow the teacher and/or counselor to better provide for the needs of the individual students.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction of and in cooperation with the principal, guidance counselors or teacher as a non-crisis oriented lay listener. Generally, the assignment will include one or more of the following tasks.

1. Consulting with the principal, guidance counselor and/or teachers.
2. Developing a friendly, supportive relationship with assigned students.
3. Planning activities which will lead to increased communication with assigned students.
4. Providing a positive model without forcing values.
5. Listening to the thoughts and feelings of the assigned students.
6. Keeping brief observative notes on the progress of assigned students.
7. Participating in regular feedback sessions designed to increase both perception and skills.

TRAINING PROVIDED: Pre-service and inservice training will be provided.

VOLUNTEER QUALIFICATIONS: Ability to relate well with others, especially children and youth; patience and cooperative attitude in working with students; a stable, calm attitude and positive outlook on life.

Contribution: Provide individual attention to selected students through the development of a positive, supportive relationships where the student would feel free to express his feelings and thoughts.

APPENDIX B
Item 8

MEETING DATES FOR LISTENER PROGRAM (3.3)

Date	Event	Date	Event
1/21/74	South Feedback	10/3/74	Steering Committee
1/22/74	North Feedback	10/3/74	Youth Services Committee
1/25/74	Meet with N.E. Area Counselors	10/8/74	Training I
2/5/74	Training I	10/15/74	Training II
2/7/74	Youth Services Committee	10/21/74	South Feedback
2/12/74	Training II	10/22/74	North Feedback
2/18/74	Steering Committee	11/7/74	Steering Committee
2/19/74	Training I & II	11/7/74	Youth Services Committee
2/25/74	South Feedback	11/12/74	Training I
2/26/74	North Feedback	11/19/74	Training II
3/5/74	Steering Committee	11/25/74	South Feedback
3/12/74	Training I	11/26/74	North Feedback
3/19/74	Training II	12/5/74	Steering Committee
3/25/74	South Feedback	12/5/74	Youth Services Committee
3/26/74	North Feedback	1/9/75	Steering Committee
4/4/74	Steering Committee	1/14/75	Training I
4/15/74	Youth Services Committee	1/21/75	Training II
4/23/74	Training I & II	1/27/75	South Feedback
4/26/74	Meet with S.C. Counselors	1/28/75	North Feedback
5/28/74	Youth Services Committee	2/6/75	Steering Committee
/11/74	Listeners Thank-You	2/6/75	Youth Services
6/18/74	Steering Committee	2/11/75	Training I
7/14/74	Steering Committee	2/18/75	Training II
8/13/74	Steering Committee	2/23/75	South Feedback
8/26/74	Meet with Counselors	2/24/75	North Feedback
9/23/74	South Feedback		

Phase II - Implementing the Program

Target Deadline - June, 1974

Objective	Activity	Indicator
4. To provide for the recruitment of listeners	4.1 Meet with appropriate sources of volunteers such as: a. Mental Health Association b. P.T.A. groups c. R.S.V.P. (Retired Senior Volunteer Program) d. College students e. General citizenry	*4.1 Record of recruitmen activities with samples of recruitme materials
5. To establish procedures for the selection of public school sites and personnel	5.1 Meet with appropriate school personnel at the following levels: a. District b. Area c. Local school	*5.1 Written guidelines for the selection of sites and personn by school administrative area
6. To organize both pre- and in-service training programs for both the volunteers and the school personnel	6.1 Meet with sponsors to establish responsibility	*6.1 Outline of resonsibilities
	6.2 Meet with school personnel to outline training for volunteers	*6.2 Agendas of training sessions
	6.3 Obtain feedback from training sessions and make modifications as appropriate	*6.3 ** Description of modifications
7. To produce materials and supply services to support the program	7.1 Ascertain needs of sponsors, volunteers and school personnel	**7.1 Record of requests
	7.2 Meet needs of each group	***7.2 Record of goods and services provided

* See corresponding numbers and following pages for details.
** See narrative for details.
*** See other related activities and support material.

APPENDIX B Item 9. Sample Recruitment Flyer (4.1.1)

"LISTEN TO CHILDREN" APPLICATION *Please complete and return to Ann Cordray, Mental Health Association, 800 Brickell Plaza, Miami.*

NAME ______________________ AGE ________

ADDRESS ______________________ ZIP ________ PHONE ________

EDUCATION COMPLETED ________ VOLUNTEER EXPERIENCE ________

WORK EXPERIENCE ______________________

AGE GROUP PREFERRED ________ TIME AVAILABLE ________

DAYS PREFERRED ________ STARTING DATE ________

ORIENTATION COMPLETED ________ ATTENDANCE AT IN-SERVICE TRAINING ________

The Mental Health Association of Dade County, Inc. is a non-profit, voluntary, citizens' organization with the purposes of preventing mental illness, promoting mental health, and helping those who are mentally ill in our community.

The "Listen to Children" project has been planned by the Youth Services Committee of the MHA, in cooperation with the staff of the School Volunteer Program. It has the full approval of the Dade County Board of Public Instruction and the Board of Directors of the Mental Health Association.

Training is facilitated with the leadership and cooperation of the various mental health professionals in the community. We are most grateful for their generous gift of time and their training expertise.

Questions?

Call: Ann Cordray
Executive Director, MHA
Phone: 379-3642

or Pat Berman, Chairman,
Youth Services Committee
Phone: 665-4917

or Nancy Cooper, Coordinator
School Volunteer Program
Phone: 350-3732 or 642-7555

or Sandra Goldstein, Project
Volunteer Coordinator MHA
Phone: 274-2693

Resource Perso Dennis McDougle
Phone: 233-5

CAN YOU LISTEN

TO CHILDREN ?

If so, you can serve in the

PRIMARY PREVENTION PROJECT

"LISTEN TO CHILDREN"

sponsored by

The School Volunteer Program

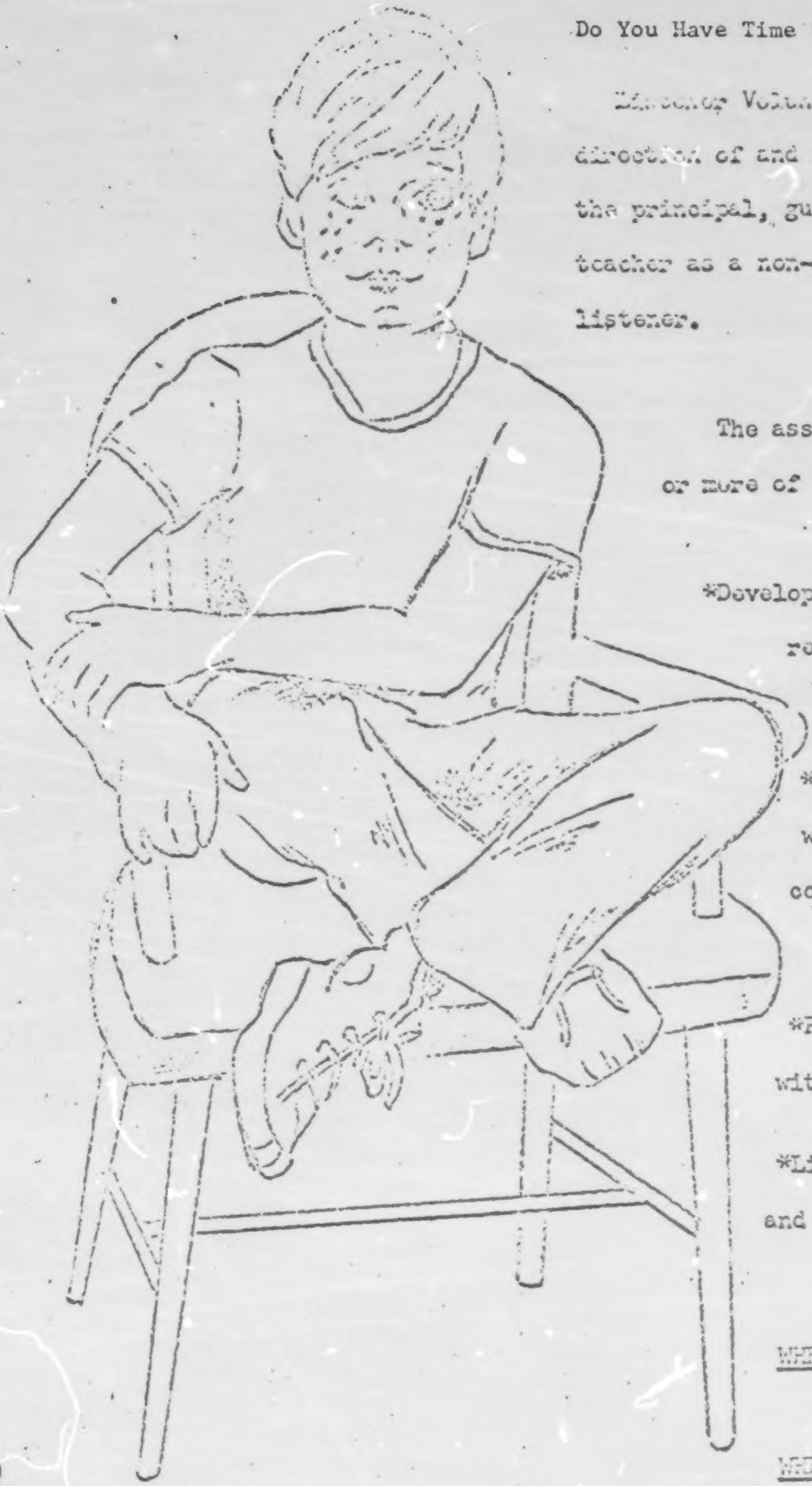
and

The Mental Health Association
of Dade County, Inc.

800 Brickell Plaza

Miami, Florida 33131

APPENDIX B Item 10. Sample Recruitment Flyer (4.1.2)



Do You Have Time to Listen?

Listener Volunteers work under the direction of and in cooperation with the principal, guidance counselor or teacher as a non-crisis oriented lay listener.

The assignment will include one or more of the following tasks:

*Developing a friendly, supportive relationship with assigned students.

*Planning activities which will lead to increased communication with assigned students.

*Provide a positive model without forcing own values.

*Listening to the thoughts and feelings of assigned students.

WHERE? GOVERNMENT CENTER
CUTLER RIDGE
COURT ROOM NO. 208

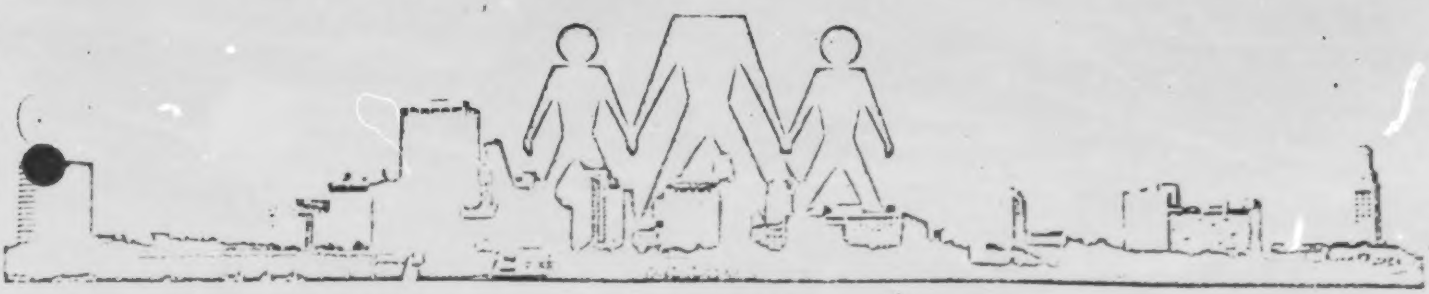
WHEN? NOVEMBER 14, 1974
9:00 A.M.- 11:00 A.M.

NOVEMBER 21, 1947
9:00 A.M - 11:00 A.M.

WHY ? ? ?

BECAUSE THE CHILDREN OF DADE COUNTY NEED YOU

APPENDIX B Item: 11 Sample Recruitment Form



REGULAR VOLUNTEER APPLICATION FORM

FOR OFFICE USE	
E:	A:
School:	
Teacher:	

_______________ Date

Mr.
Ms.
Dr. _______________ Last First Middle

Home Address _______________ # Street City Zip Telephone

Do You Have A Car? ______ Are You Bi-Lingual? ______ If So, What Language? ______

EDUCATION

	Name	Number Years Attended	Degree
Elementary			
Sr High			
College			
Do you attend college/university now?		Do you attend jr/sr high now?	

VOLUNTEER SERVICE RECORD

Name Of Organization	Type Of Service

WORK EXPERIENCE

	Name Of Company	Type Of Job	# Of Years
Present:			
Previous:			

LOCAL CONTACTS

	Person To Contact In Emergency:	Person To Contact For Reference
Name:		
Home Address:		
e Telephone:		
ness Address:		
Business Telephone		
Relationship/Occupation:		

Appendix B
Item 12

SAMPLE OF PUBLIC INFORMATION RADIO SPOT (4.1.4)

VIDEO	AUDIO
	As the schools of Dade County seek ways for each student to acquire the attitudes and habits essential to the maintenance of good mental health, a need arises for the assistance of volunteers skilled in this area. Such developmental assistance will allow the teacher and/or counselor to better provide for the needs of the individual students. For this purpose, "listeners" are recruited by the Mental Health Association and by interested schools themselves.
	It is not difficult for a child to perceive himself as a tiny, helpless creature in a world of strong, competent giants called adults. The "Listen to Children" program offers children the opportunity to have an adult friend who is not in a position of authority. By simply accepting the children as they are, and providing individual attention to them, the listener can help these children communicate more freely about their own life experiences. The main goal of the listener is to facilitate this communication. The purpose of the program is to provide an opportunity for each student and listener to develop a meaningful relationship and to help alleviate anxiety and frustration in the students.
	Each listener spends approximately thrity minutes per student per week. Most have from two to six students assigned to them.

Each school counselor works with four to six listeners per school. A coaching conference of about ten minutes is held each week between the counselor and the listener in order to exchange information and to discuss problems, happenings, progress, etc.

Students who participate in this program are not extreme cases. Student candidates may be referred to counselors by teachers or selected by the counselors themselves. The relationship between a child and a listener is an on-going process which may be terminated by request of the student, listener, or counselor.

The duration of each listener's job is a minimum of two hours per week for one semester during regular school hours. They work under the direction of and in cooperation with the school principal, guidance counselor, and teachers as a non-crisis oriented lay listener. Generally, their assignment will include one or more of the following tasks:

1. Developing a friendly, supportive relationship with their assigned students.
2. Planning activities which will lead to increased communication with their students.
3. Providing a positive model without forcing values.
4. Listening to the thoughts and feelings of the students they work with.
5. Keeping brief observative notes on the progess of the assigned students.
6. Consulting with the principal, guidance counselor and/or the teachers.
7. Participating in regular feedback sessions designed to increase both perception and skills.

VIDEO

AUDIO

At Orientation #2, the listeners have an exercise in team relations, a presentation on "How Cross Cultural Differences Can Affect Your Listening Relationship"; and work in groups in order to explore the characteristics of elementary and secondary listening. The presentations are given by Mental Health Association professionals.

Between the scheduled orientation programs, the prospective listeners meet with the counselors at their assigned school in order to explore the philosophy and physical situations of that school. Matters of policy are set by the principal of each particular school.

Feedback sessions are held each month to allow the listeners to consult with Mental Health professionals and to share their experiences with other listeners. The first fifteen minutes of the session is devoted to a presentation on a topic of importance to the listeners; the next forty-five minutes involve a general discussion; and the final thirty minutes are used to cover elementary school and secondary school needs.

Pre-service and in-service training is provided by the Mental Health Association and the School Volunteer Program. The Listeners attend two orientation programs. Orientation #1 includes a history of the program; an overall view of the program, presented by an active listener and a counselor who has worked with a listener; a presentation on "How to Listen to Children"; and the role playing of "Building 1:1 Relationships".

VIDEO

AUDIO

We also have an evaluation program planned for this year. The program has four parts, each of which will be used to compar the group of students participating in the listeners progra with a group of non-participating students. Part 1 will consist of observations conducted by trained observers from the University of Miami who will compare six different categories of behavior of the students in the two groups. Part II will be a perception questionnaire which will be filled out by the teachers of the students in each group. Part III will consist of a peer perception class in which the students in both groups will examine each others behaviors, and Part IV will involve the students looking at themselves or, self-perception.

Each of these four parts will be conducted three times during the year - in November, January, and again in May. Our expectation is that the results of this evaluation will validate our belief in the positive effects which can be achieved by the "Listen to Children" program.

APPENDIX B

Item 13

Guidelines for Selecting Sites for the Listener Program (5.1)

Any elementary or junior high school may participate in the program by expressing interest and by meeting the following criteria:

1. Must have the approval of the Director of Pupil Personnel Services at the Area Office.
2. Must have the approval of the principal.
3. Must have a counselor or substance education teacher willing to supervise the volunteer.
4. Must free the counselor or substance education teacher to attend one set of preservice training sessions and occasional feedback sessions.
5. Must be willing to assist in evaluation activities.
6. Must be willing to adhere to the guidelines as set forth in the prospectus and philosophy statements of the program.
7. Must be willing to provide orientation time for faculty members.
8. Must be willing to provide meeting space for the Listener to work and for the weekly Listener/counselor coaching conferences.

APPENDIX B

Item 14

Training Session Responsibilities for the Listener Program (6.1)

Date	Event	Other	Mental Health Professionals	SVP Representative
2/5/74	Training I	Counselor Listener	Dr. Elizabeth Metcalf	Nancy Cooper
2/12/74	Training II		Dr. Marvin Dunn	Nancy Cooper
2/19/74	Training I & II	Counselor Listener	Dr. Elizabeth Metcalf	Nancy Cooper
3/12/74	Training I	Counselor Listener	Mr. Jack Presly	Nancy Cooper
3/19/74	Training II		Dr. Marvin Dunn	Nancy Cooper
4/23/74	Training I & II	Counselor Listener	Dr. Elizabeth Metcalf	Nancy Cooper
10/8/74	Training I	Counselor Listener	Dr. Richard Emerson	Nancy Cooper
10/15/74	Training II		Mr. Robert Solomon	Nancy Cooper
11/12/74	Training I	Counselor Listener		Nancy Cooper
11/19/74	Training II			Nancy Cooper
1/14/75	Training I	Counselor Listener	Dr. Elizabeth Metcalf Mr. Jack Presly } FILM	Nancy Cooper
1/21/75	Training II		Mr. Roger Perry Ms. Rossama Nyberg } FILM	Nancy Cooper
2/11/75	Training I	Counselor Listener	Dr. Elizabeth Metcalf Mr. Jack Presly } FILM	Nancy Cooper
2/18/75	Training II		Mr. Roger Perry Ms. Rossama Nyberg } FILM	Nancy Cooper

APPENDIX B
Item 15

Training Session Agenda - Original Format (6.2.1)

"LISTEN TO CHILDREN"
ORIENTATION OUTLINE

TUESDAY	THURSDAY
Welcome & Introductions Pat Berman 9:30 - 10:30 a.m. What is Mental Health? "Only Human"	Discussions of Actual Situations Donald Heacock
Where Do We Begin 10:30 - 10:45 Ann Cordray	Identification and Referral Dr. Marvin Dunn
Interwiewing 10:45 - 11:30 Techniques and Consultation Dr. Richard Emerson	Wrap Up and Assignments Nancy Cooper
Welcome - Ann Cordray 8:00 - What is Mental Health? 8:30 p.m. "Only Human"	Discussions of Actual Situations Dr. Elizabeth Metcalf
Where Do We Begin? 8:30 - 9:15 Dr. Elizabeth Metcalf	Identification and Referral Dr. Marvin Dunn
Interviewing 9:15 - 10:00 Techniques and Consultation Dr. Richard Emerson	Wrap Up and Assignments Nancy Cooper

APPENDIX B

Item 16

Training Session Agenda - Modified Format (6.2.2)

"LISTEN-TO-CHILDREN" WORKSHOP

Time	Topic	Technique	Tool
10'	1. Warm Up	a. Unabashed praise b. Pie graph - volunteer time	a. Elementary Counselors b. Volunteers' responses
30' 5 15 10	2. How can we get kids to talk?	a. Voluntary sharing b. Mini-talk c. Total group discussion	a. Volunteers' responses b. Resource person - Jack Presley c. Volunteers' responses
5 15 10	3. What kind of talk can we expect?	a. Voluntary sharing b. Mini-talk c. Total group discussion	a. Volunteers' responses b. Resource Person c. Volunteers' responses
15	4. What specific situations have puzzled or challenged you?	Small group discussion led by one of volunteer	Volunteers' responses
10'	5. What next?	Small groups	Volunteers' responses
10'	6. Wind-up	Total group sharing	Reports from small groups

APPENDIX B
Item 17
Training Session Agenda - Current Format (6.2.3)

1. Orientation I: Second Tuesday of the month (September through March) 9:00 - 11:30 at the Mental Health Association

   Agenda: History of the program (Mental Health Association representative and School Volunteer Program representative)

   Overview of the program (an active Listener and a counselor who has worked with a Listener)

   Presentation on "How to Listen to Children" (Mental Health Association professional)

   Role playing of "Building 1:1 Relationships" (School Volunteer Program representative)

2. Meeting: Prospective Listeners met with counselors at assigned school

   Purpose: To explore philosophy and physical situations of that particular school

   Time: Between second and third Tuesday of the month

3. Orientation II: Third Tuesday of the month (September through March) 9:00 - 11:30 at the Mental Health Association

   Agenda: Exercise in team relations (School Volunteer Program representative)

   Presentation on "How Cross Cultural Differences Can Affect Your Listening Relationships" (Mental Health Association professional)

   Homogeneous grouping to explore characteristics of elementary level listening and secondary level listening (Mental Health Association representative and School Volunteer Program representative)

4. Feedback Session: Fourth Monday of the month (September through May) at a location in South Dade County from 9:30-11:00 or fourth Tuesday of the month at the School Volunteer Program, 1451 N. Bayshore Drive.

   Agenda: The first 15 minutes will be devoted to a presentation by a Mental Health Association professional on a topic of importance to the Listeners, the next 45 minutes will involve a general discussion and the final 30 minutes will cover elementary/secondary needs.

   Purpose: To consult professional psychologists and share experiences with the Listeners

5. Coaching Conference: Weekly meeting between Counselors and Listeners in the schools for 5-10 minutes

   Purpose To exchange information and discuss problems, happenings, progress, etc.

APPENDIX B

Item 18

Content of Pre-service Training Films(6.2.4)

In order to relate the major thrust of the pre-service training activity, a transcript of the four fifteen-minute training presentations has been included. The 16 mm., sound/color film are on file with the School Volunteer Program of Miami. The films focus on the following:

1. "How to Listen to Children" by
   Dr. Elizabeth Metcalf
   Child psychologist in private practice and President of the Mental Health Association of Dade County.

2. "Active Listening Techniques" by
   Jack Presley, School Psychologist.

3. "The Role of the Listener and Counselor" by
   Dr. Warren Schlanger, M.D.
   Mrs. Karen Summers, experienced Listener.
   Mr. Norman Golin, Elementary Counselor.

4. "How Cross-Cultural Differences Can Affect Your Listening Relationship" by
   Ms. Rossama Nyberg, Human Relations Specialist.
   Mr. Roger Perry, Child Psychologist.

HOW TO LISTEN TO CHILDREN

BY DR. ELIZABETH METCALF

Dr. Elizabeth Metcalf is a clinical psychologist and President of the Mental Health Association. Dr. Metcalf is going to talk with us on the subject "How to Listen to Children".

In the total, I think communication is made up of three parts. First, you have to get the child to talk to you, or to respond to you in some way. Then you have to listen properly to what they are telling you. And third, you have to make an appropriate respohse to the things that you have heard.

Let's talk a little bit about all the things we have just done and the things that we are going to do when we meet our children. First, how do we get a child to talk? Now, I think many of you are concerned with the fact that you are going to be enclosed in a room with a child for a period of time, and he may sit there and stare at you, and you may sit there and stare at him. How in the world are you going to relate to each other? Well, the first thing that you must remember is that the child is just as scared as you are. In fact, a little more because, after all, you are a grown up and you have talked a lot to other people before; but children are frightened when they are coming in to meet a strange person who they haven't seen before and they are just not sure what this is all about or what they are going to get into. So, you start off a little bit ahead and never forget this. You are the one that puts the child at ease. The first thing that you need to do is to let this child know that you care that he is there. That you are interested in seeing him, and that you are a person who likes children and likes to be with them.

Now, you can do this in many different ways. An interviewer is going to have his own way in doing this, so I am not going to give you any little specific things that have to be done in one way or another, but let me suggest that you tell a good deal to your child by your voice. You tell a good deal to the child by the way you look at them, the way you smile at them, the way you greet them . . . all of these very important first impressions, that make a great deal of difference in the way the child sees you, and the way he begins to respond to you. Don't rush the child, if he comes in and he is a little shy and he can't talk to you -- make him comfortable, greet him warmly, tell him a little bit about yourself and what you are there for and what this is. What you are going to talk about or why you are there, and why you may even tell him a little bit about why you are participating in the program and that you think this is important and that you are delighted to be able to see him. In the meantime, he is sizing you up and this gives him a chance to see what sort of a person you are. Then, if he doesn't seem to come through with some ideas, or to have anything that he wants to say to you, don't hesitate to let things be quiet for a little bit . . . don't be worried if you don't talk all the time. Take it easy. Children move, although they seem to move very rapidly, in their thinking they move at a more slower pace than adults, so, take it easy and let him have free time. Now, if you are having a silence which runs off for just a little bit, you might want to talk about that. You might want to say to the child: "You know, sometimes it is difficult to talk to people you don't know very well. Or, sometimes people find it difficult to start thinking about some of the things that are concerning them, or that they want to talk to a stranger about". And sometimes you find that the child will say yeah, or nod his head or something and you can pick up on this and talk just a little bit about how you have this trouble too. And when you go and meet strange people, you don't always know exactly how to talk and you can't, you can't be sure what you can say to them and so forth, and talk a little bit about this -- to let him know that it is alright, he doesn't have to be concerned that he isn't very verbal right away, or that he can't think of a lot of things to do. If you are still finding that the child isn't responding to you very well, then the next thing that you might try is to move into something that is non-verbal. We have all suggested, and you will be getting more suggestions about this in the course of your training program, that you bring something to the room with you that you think the child might be interested in . . . that you think he might enjoy working with, maybe sometimes it is only a little toy automobile that you can move back and forth. Sometimes it is a little game. Sometimes it is something else that you can show the child. . . icebreakers which help the child become involved with you, because again children are primarily non-verbal creatures and they do need some way of relating to you, that is not just conversation. So, if you have something that you can do with the child this may be the time to introduce it. Just at the beginning when you are trying. . . the child is trying to find his way in trying to talk to you. Now, once you have the child talking or responding to you or telling you about himself, remember this doesn't always have to be in all sentences and a total conversation. The children tell you a good deal about themselves in their body movements and the thing they do. A little child who will become involved with what you are doing and play and make comments, this child is relating to you just as much as if he carried on in a full conversation. So when the child starts to talk and starts to relate to you, your very important job of listening starts, and this is why all of you are called "listeners"because we think that the important thing here for you to do is to be sure that you listen to the child and be sure you hear what he says. We have a saying in my business "Listening with a third ear, and listening with a third ear is really listening with your heart". So when you listen to the child, listen for his feelings, listen for the things he means to tell you but he perhaps is not able to put out in the kind of words that many adults would do. So listen for the things that you hear him say that relate to his feelings the way he is responding to you. The kind of things that he may only give you in parts and gestures and little things.

Listening in this situation is different than listening to a friend at a cocktail party or listening to someone on the radio or on TV, where you may be listening with one ear doing two or three other things, or you may just be listening so that you are waiting for a chance for you to talk, as you do so often in conversations with friends.

In this situation, we want you to listen as if your life depended on what was happening. Listen as though you had to take an exam on this in half an hour. Listen as though you were going to have to give back verbatim, in other words, listen with every fiber of your body, of your being, of your feeling, everything that you can do. So that you are really picking up everything the child is trying to tell you.

Now, once we have gotten the child to relate and respond to us, and once we really are involved in the listening process so that . . . we have ears and we are all ready to go to the next thing that comes to us that is of some concern is -- how do we respond to what they say? How . . . what do we come back to them with? How do we respond to the things that we are hearing?

The first thing I would like to say to all of you is don't be concerned that you have to solve any problem the child brings to you in any immediate sort of way. This is a trap which children set for you not intentionally in the sense of wanting to be mean or hostile or anything like that. But they will sort of come to you and say, "Are you the big expert?", "Are you going to solve all my problems?", "Are you like my teacher who always answers all my questions when I ask her this?". "Is this the kind of person that you are?", and so, you have to establish in your early responses that you are not going to come in with a lot of cheap answers, a lot of short answers, a lot of quick answers that don't completely reflect a lot of thinking and don't encourage the child to do his own thinking, so don't be concerned if the child says to you, "What will I do about my teacher?", "What is going to happen to me tomorrow?", "What course should I take?", "How should I handle this?

I think this often makes us anxious, and we feel that we are not doing our best for the child if we don't come in and answer these problems. Actually, we are doing our best for the child if we encourage him to do his own thinking. Don't be pressured to give answers. Respond to the child in a way that will encourage him to talk. Ask him to tell you more about the situation. Ask him to consider alternatives to a situation. All of these are very important ways of getting him to talk more about his concern and perhaps solve it for him. Be honest. If I could say one important thing about your response, that is honest, don't try to say that the child is going to be alright, I'll fix it. Don't worry. Maybe he has things to worry about. So be very honest in the way you respond to the child, your child. Children can tell whether or not you are honest. So be very honest, be very open, be very warm and remember to be the patient seeker after understanding, don't feel that you have to greet this child as the expert who will solve all his problems.

LECTURE II

HOW TO LISTEN TO CHILDREN

BY JACK PRESLEY

Hello there! I'm so glad to see you in this program because I know that you are going to enjoy it. It's a thrill to be able to help boys and girls and to see them grow; whether they are growing intellectually or whether they are growing emotionally. You volunteered because you like children, because you are interested in them. Now I want to talk to you a few minutes today about the possibility of getting children ready to talk so that you can listen; because it's pretty hard to listen when nobody is talking, right? So, let's talk about some of the ways we can get children to talk, so that you can listen. The first thing that you need to do to get children to talk is to motivate them. Now thats a big euphemism you know that we talk about, but what does it really mean when we want to motivate a child? We want to get him to do something that we want him to do. In this case, talk about the way he feels about things. Well I would suggest that, if at all possible, before you see the child the first time, talk to his teacher, talk to his counselor or anyone else who works with him. Find out something good about him, so when you first see him you can make 2 or 3 statements that are positive; that is to say you can compliment him honestly and sincerely. Now lets don't have any put-on, because children can read you loud and clear. So, make sure that you are saying something that is genuine. Don't say to Mary, "Your hair looks good", when its all torn up and she knows it. Don't say to Johnny, "Hey man, that's a sharp shirt you've got on", when he had a real fuss with mama this morning, he didn't want to put the blamed thing on in the first place. You haven't really complimented him. Compliment him on those things that he really enjoys and that he has really accomplished.

If the teacher tells you about some nice thing that he did in school; he picked up Mary's books when they dropped, or something of that nature, that is a good thing to compliment him about. In order to motivate children, we have to give them reinforcement. I make some pretty radical statements sometimes, but all we psychologists are sort of nuts anyway, you know, and if we are not nuts then we don't qualify to be real psychologists. So, that's why I make such broad statements. One of the statements I make is simply this, that nobody does anything unless he gets some kind of reinforcement out of it. Nobody? That's right, nobody does anything unless he gets some kind of reinforcement. That is to say, once he has done a particular act or behaved in a certain manner, something happens after that that the child himself interprets as being valuable to him in some way. If he doesn't interpret it as being valuable he is not going to do it again or at least not many times. It would soon dissipate and as we say in Psychology, it extinguishes. See, we've got big words for everything, so don't run away, I have some more for you in just a little while.

I want to talk to you about reinforcement though, on several levels. I've talked about four levels of reinforcement, not because that's all there are, that's all that I can think of. And if you can think of some more, that'll be great. First of all, I've talked about reinforcement on a basic level. Everybody can respond on a basic level. That is to say, if the organism has a need and behaving in a certain way fulfills the need, then we are responding on a basic level. If a child is hungry you can give him food and by giving him food you can get him to do most anything you want him to do. Especially, if he is hungry enough and he has been without food long enough. But we really don't deal with children on that level very often. Most of the time the children who come to us in school, at least, hopefully, have had something to eat, and they are not literally hungry. Although people will respond to food, even when they are not hungry.

So, lets move up to another level that is a little more practical to use with children in your listening situation. You want the child to be motivated and you want him to talk about the things that give feeling to him and are important to him then promise him or make available to him some kind of an activity. Children love to be involved in activities. Now this might be that you simply take him out to walk around the block or to go out and look on the campus at some of the flowers or shrubs. It depends on the age of the child. You'll have enough common sense to know what kind of things would interest the child. But an activity is a tremendously motivating force, especially for a child who has to sit in a school building all day for five or five and a half hours. You know, Man, its just great to be able to get up and walk around the hall. If the teacher asks, "Who would like to take a note to the principal's office?" all the little hands will go up, you know, because after all, we've been sitting here all this time, its high time we got time to move around. So, if you can give him some activity, especially if it's a planned and interesting activity, as a result of reaching some behavioral criteria. So that as you listen to your children, you find that some of their problems relate to their own behavior. That is to say, Johnny is having a hard time getting along in the classroom because he won't stay in his seat; or because he won't listen to the teacher. because he just can't keep his hands to himself. He has to pull Mary's hair, and he has to bump Billy with his elbow while he is going to the pencil sharpener. It just seems that there is no way to get by Billy without that elbow going up. So, if you want to motivate him to correct some of those behaviors and thereby make his own life more enjoyable, give him some kind of activity that will motivate him. It's a reinforcer. Then many of our children can function on the level that will be called social reinforcement. As a matter of fact, we hope that they all might eventually function on this level most of the time. Which is to say they simply want your approval.

By reason of the fact that you are an adult indicates that most children want your approval, because you automatically become associated as an adult with the power structure of our society and with what we sometimes refer to as the peckingorder. You know, the rooster pecks on the big hen, and the big hen on the little hen and the little hen on the little chick. The child realizes that he is the little chick, so that if you can show him some attention and some acceptance, all of a sudden he doesn't have to be the little chick any longer and he can elevate himself in the social order. My what a tremendously motivating power that is to realize that you can climb up in the social world. So, if you want to motivate the child to change some of his behaviors that are causing him difficulties, just start bragging on him. Just give him some honest, sincere, positive compliments.

Remember I said at the beginning to give the child a compliment? Don't quit then, because he needs it repeatedly. We recognize in the field of learning that children need repetition. You are aware of this, I'm sure. There was a fellow that demonstrated this truth to us by working with pigeons. He had a pigeon and put it into a box. Then he said to the pigeon, "Hey, you dumb bunny, run over there and punch that lever, and I'll give you a piece of corn." Do you believe that? Of course you don't believe that. That's ridiculous, because the pigeon couldn't communicate. Well then how in the world could you teach a pigeon that when he goes into the box he should go over and punch the lever in order to get corn? Well, would you believe that it's primarily by trial and error. That is to say you wait until the dumb bunny happens accidentally to punch the lever then be sure that you are on the spot, give him his corn. Then the ole pigeon says, "Hey that's the game. I punch the lever, I get the corn." Well, not the first time. As a matter of fact, it takes him about 150 trials to figure that out. So, it takes children a little time, also. But, if the child behaves properly and the teacher tells you after you have visited him a second time or the third time or even the first time that he has done some nice things, you take the time to reinforce those nice things that he has done by saying, "Boy, that was grand. Your teacher told me what a nice guy you were." And learn to use superlatives. You know, a lot of people have a big hang up with this. They just can't say, fine, great and grand and wonderful, marvelous. It comes a little hard to them. Well, I think one of the reasons that it comes a little hard to us is because we are born and reared in a negative society. You know most everything in our whole society is geared to the negative. As a matter of fact, when you were first born the doctor grabbed you by the heels and stood you upside down and WHAM right on the bottom. You know you start off, negative. Well you live negative. That is to say, you take your automobile today, for instance. When you start out home from your work you stop at every stop sign, every stop light, give a turn signal every turn you make, do everything perfectly, pull up in your driveway and as soon as you get in your driveway, nobody will do a thing or say a word. But turn it around. Run through three of those stop signs, and about two of those stop lights; there will be plenty said. About $25 or $30 worth down at the Justice Building. Do you get the point? Now, we need children to recognize that the lives that they lead can bring responses from us when they do the right things, when they do good things. So, motivate your children, socially, by saying nice things to them. You might, if you have an opportunity, utilize some help in giving them positive reinforcement. I suggest that people stand before the mirror and act a little bit. What's wrong with facial expressions?; What's wrong with gestures?; Use them to motivate children.

Now the last level I have up here you don't have to worry much about. That's mastery; not many children reach that level for many things. But work on this social level and you can motivate children to do a lot of things and to solve a lot of their own problems because really a child solving his own problems is the best solution that can be found.

LECTURE III

FEEDBACK SESSIONS

WITH THE LISTENERS

I'm Warren Schlanger and I help lead the feedback sessions.

I'm Karen Summers and I'm here with you today to share my experiences as a listener.

And I'm Norm Golden and I'm an elementary counselor.

Mod. Dr. Schlanger, what is the role of the listener?

Ans. Well, Joe, the role of the listener has really changed since the onset of the program. At first we conceptualized the listener as somebody who would sit there rather passively and just listen to what the child is saying, but really not get themselves involved very much. As the years have passed, it evolved that it is now more important for the individual to be a person first, and, in communicating with the child, to bring in his or her own personality. These are the best tools that the listener has available to him or to her.

Mod. Mr. Golden, what is the role of the counselor within the listener program?

Ans. The counselor really acts as a consultant to the listener. He gets involved in their training and he also helps them when they get stuck in certain kinds of situations when they are working with the child.

Mod. Warren said that he was mostly involved in feedback sessions. The counselors also conduct weekly coaching conferences, don't they Norm?

Ans. Yes, they do. They get very much involved in the day to day listening program. When things come up where the listener just doesn't know what to do, they come to the counselor and they cry on our shoulder and we try to help them out.

Mod. You are kind of a listener's listener then?

Ans. Exactly.

Mod. Mrs. Summers, please describe a typical day in the life of a listener.

Ans. Well, my day starts by taking my own son to school first and then I continue on to the school that I'm working in. The first thing I do is have my coaching session with my counselor. And then I continue to the class of the first student that I am going to see. I try and spend between 20 and 30 minutes with each one of the children. At the end of the session after I have seen my children, I try to take mental note of what has gone on that day so that I can discuss it with my counselor again.

Mod So a typical day for you is being with your own family and having your relationship within and then also working with your student.

Mod. How are the teachers of these students prepared for the listeners and the listener programs in the school?

Ans. We try to make them aware of the purpose of the listening program which is just to provide the kids with a one-to-one relationship. The teachers are usually very cooperative, because they are concerned about the kids and they are aware now, from past experiences, that this kind of a program can really help.

Mod. You talked a little bit about where the listening takes place. It takes place in the school. Just how do you suggest that the listeners begin their relationship?

Ans. Well, I usually start, in mine, by just introducing myself to them, saying I was going to be their friend, and we would do things like find a quiet corner in the library and read a book together, or we would play on the swings or slide, or we would go for a walk or sometimes I would let them choose what they wanted to do. They would bring a record from home and we would play that record together or other times I would have really a structured time where I had brought something from home and we would do it. Or sometimes we went for a walk around the schoolgrounds. There are many things you can do with them.. You can always find some quiet place, even if it is a doorstep in a room. You can get a quiet place by yourself.

Different listeners use different kinds of approaches. I remember one listener brought ballet records and did ballet with several girls. Not in the classroom, but they went into another room that was available. That became very popular. She had more kids that wanted to get involved with her than she knew how to handle.

I think that is one of the reasons Miss Warren said that we change the philosophy of the program because we found that we had so much talent involved and we could really capitalize on the talents of the listeners too.

Mod. How did this relate to the development of the initial meeting?

Ans. As far as the relationship itself, it's like any relationship, really, it's not very different. People kind of test each other out. See what the other one is willing to accept and one of the things that I feel is very important is to be yourself. For example, today, Nancy has a cold. If Nancy was to try to be bubbly and jovial, that wouldn't be Nancy, today. We change from day to day and maybe Nancy would want to say to the child, that she is working with, "You know, I feel rotten today," rather than try to be cheerful and bubbly. If I was to come up and say hello to Norm, who I know here, and say, "Gee, Norm, great to see you", he would know that I was really being phony, because that's not me. Then the children and the adult test each other out. What's okay in this relationship, and what's not okay in this relationship? A child might try to induce the listener to go across to 7-11 to purchase all kinds of goodies and test the listener out. Is that okay? If the listener goes ahead and does that, well then the child expects that the next time.

He will continue to test and if the listener wasn't comfortable in doing that in the first place and went along and did it, she is really setting up a false message in the relationship.

I found the children are very perceptive to the mood that I was in. I know one day that my little dog had been stolen the night before and I was really distressed about this. I told one of my children. I said,"I'm really disturbed today because my little dog was stolen last night." He tried to console me, he shared one of his experiences with me where one of his animals had been missing. I thought that was very important that he would open up and share his feelings with me. But they do know when you are in a down mood.

Mod. Once you develop a strong relationship with them like that, then, how do you actually end up the relationship? What do you suggest? Warren?

Ans. Well, I think you start ending the relationship before the end really begins. Because you are really telling the youngster from the beginning that this is going to be a relationship that will probably last only the school year. Then you have to recognize that you have to repeat this, as the end approaches, and you go through a separation as you do in any other relationship.

Mod. Well, I think it's about time for us to separate from you all. Joe and I would like to thank you, our guest Warren Schlanger, Karen Summers, and Norm Golden for sharing your experiences in the listener program with us.

HOW CROSS CULTURAL DIFFERENCES CAN AFFECT YOUR LISTENING RELATIONSHIP

Mod. My name is Nancy Cooper. I'm a Volunteer Specialist with the School Volunteer Program of Miami, With me is Joe Butchness representing the Mental Health Association of Dade County. Together, we are going to be exploring a topic of interest to new listeners. That is, how cultural differences can affect a listening relationship. And to help us explore that subject, we have two guests. I'll let each of our guests introduce themselves.

Ans. I'm Roger Perry, Child Psychologist. Right now, I'm concerned with training persons who are interested in learning and being involved in the listener program.

Ans. I'm Rasamma Nyberg, a member of the Dade County Human Relations Team, assigned to the South Area and am actually involved in training listeners for going into our South Area Schools.

Mod. Rasamma, I know that during your training sessions, you developed some very special techniques to help the listeners to take a look at their own value systems. Would you share that with us now so that we can see what you do?

Ans. Alright! You know when these volunteers come to the program, they come with all kinds of background with all kinds of reasons for coming there. To do some goal setting together, we start with self awareness type of techniques, first. I'm very much into circles, Nancy and I do all kinds of wheel type things, circle type things. Maybe you could try some with me?

Mod. Great! For a circle here, we can certainly explore that.

Ans. For instance, one of the first activities that we do as people come in and sit down and say hello or even doing a name game of getting to know each other, we try to get them in touch with their old feelings first. We do something called a Here and Now Wheel, which is just a circle with a cross in the middle. Do you want to do one with me?

Mod. Okay.

Ans. Actually, verbalize four different feelings, maybe even more, that's why it is called a wheel. Just exactly what are you feeling now?

Mod. That's easy.

Ans. How are you feeling right now, very honestly verbalize it. I could say very honestly that I am a little nervous in front of a camera. I'm a little apprehensive as to how this whole thing would go, that is if I were doing a training session, I would feel quite comfortable and confident because I think I know what I am doing or talking about. I'm well prepared for my workshop or what I am going to do right now. That gives me a feeling of confidence and I'm very empty inside. I'm really hungry. I haven't had breakfast and it makes me hungry. With these verbalizations, we go one step further. We say, alright, where do you actually feel nervous in your body? And if you can center that, and if you're feeling tenseness in your legs or in your shoulders or whatever, we can get in touch with that and deal with it. You see? I can try and get rid of my nervousness, stop my legs from shaking, by verbalizing it.

1. Finding our where it is in my body that I'm feeling nervous, and then trying to do something about it. The very fact that I am able to share that

I am feeling less nervous right now, I'm feeling much better about it; so, this is just a sensing type of an exercise, which not only gets us together with ourselves individually, but once we start to share I could say: "Joe what do you have on your wheel?"

"I put down,I was excited about this program"

Excited! Ok, can you tell me where in your body you are excited?

Mainly, my stomach, ha, ha, ha! It's a combination of being nervous, I imagine.
OK. Alright, you are getting the picture though...

Right, I am sure. But you are getting the idea of what is the Here & Now Wheel, we call it.

Now if the listeners can,do this,often for themselves, they will do it automatically...They wouldn't have to write to draw the wheel. See it become an automatic reaction when you are sitting with a youngster that you have never seen before. How does one feel? Now, they become even more aware of how that little girl or boy is feeling, sitting there with a stranger and wanting or expecting to open up. You see, this is just a sensing excercise, so if you like that wheel I'll give you another one.

OK!

Ready.

Alright. I'll try another one this way, and I'll put a small wheel calling it, me, inside.I need to function a lot of various or different types of energy. Energy is the in-word today. Hum! Hum!

You know...

There are some basic energies that I have to have to survive, right? And we discussed that we need food, water, sleep, air, this type of thing. But I might need more of one particular basic energy than others. Maybe I need more sleep. Someone might have to have much more food than I and we discussed that as basic energy wheel_ ____________________ basic energy thing. and then we each of us have our own private energy resources,that we reach out to. Try to think of your own. I know what one is mine.

Need for others.

Need for others. OK? Then you would put it down this way, only because you could express your need for others. This is Joe's. This is also mine, but need for others could be written this way The arrow coming into me breaking through my basic energy resources and giving me something to go by. For instance, if that is a very strong need it will be a long straight line, long line. Now, this could be another shorter line which could be. Let's see. I would like to give another line. As a matter of fact, for me touching is a very important thing. I need to be touched physically. I like to touch others, especially those I like, so touching is a very important energy source for me to function. Another one would be to be alone. A need time. You know meditation or some form of a need time is very important. It could be a very low line. This, again could get in touch with energy resources that are important to me but to be aware if you are going to share with me what your energy resources are. If I realize that your resource was touching, then I would touch you more, wouldn't I? And do you realize that this little boy sitting here or this little girl sitting here has an energy source that could be a very strange one? We had a young person, tell a listener that one energy source for him was smelling. Smells of all kinds give him a high. So he had to be surrounded with good smells, smells that he enjoyed, incense and perfume, and this is a tremendous rejuvenating energizing force for him. So, again it is just a way of getting to know where you are coming from, what you need, making you aware of what another person needs. To make him go, to make him rejuvenated. So that is what we call an energy reserve; and it can take all kinds of forms. Crying can be a real source of energy, tension, acceptance, praise for all of us. OK!

Ready for another one!

Right!

OK. This one is called: The PRIVACY CIRCLE

May I'll give you a new page. You ________ here for that.

The Privacy Circle which goes very well with the listener's program ________ me again one of the things that would never share with anyone else. There are some secrets that I would never, never tell anyone else. Think about that for a minute. Get in touch with that. If you would have to tell someone. You are forced to tell someone, who would you tell? It could be your own close, very close people that would be family people, or your friend. It could be, excuse my terrible writing. It could be aquaintances, but you are getting an idea of what this Privacy Circle is all about. This could be strangers, this could even be people that we, whom we do not like to have in our Circle or almost like. I don't mean to say enemies but people that we don't like, who are not even strangers, but people we already have stereotyped that we don't like, OK? Don't like ________ with people.

We can go on and on just examining them, what kinds of people who we would share our secrets with. ________ ________ ________ ________

This ________ ________ is really very interesting.

Mod. What culture of factors might affect the listening relationship?

Ans. I don't know if there are really cultural factors but often times I found that when people are in a ________ kind of relationship, they are in different spaces. They are communicating in the same kind of languages that are traditional. I think this is an important thing in learning to listen that first of all I've got to be sure that I know the language that you are speaking; it can be a regular kind of language like Spanish and English or it could be other kinds of learned things, that I learned to communicate ____ right on means a certain thing. You learn that it means another thing. I think these are important things that can be worked through certainly, but they are aware, the two people are aware from the beginning, that it can help the relationship.

Mod. What can a listener do as part of the initial meeting with the child to eliminate some of the problems with the language.

Ans. For me, I think is the same kind of thing that I do in any kind of relationship When I don't understand you, or I think I don't understand you, or if I think there is any kind of question at all, I say well, hey, let me check it out. I ask you if that is what you meant, and if it wasn't you can correct me or set me straight or whatever ______ it was good. I think just the idea of being willing to check out where you think the person is coming from, is good.

Mod. That will lead to more communication than even just talking about that specific item and give the relationship something in common, which they may not have to begin with.

Ans. I think so.

Mod. What are some other cultural things that you think might affect the role of the listener?

Ans. Thinking, now, that we have listeners that are all sex set, and they come from all income backgrounds, and we have some that are black, white, Spanish, and they may or may not be paired up with someone who is similar.

Mod. I know listeners have asked the question, what if they should try to pick up the lingo. Would a middle class white, female meeting with a 13 year old black, be accepted by the child if they pick up the tongue?

ns. Well, again, this is a personal bias of mine, but I really don't think that there is a necessity for establishing a relationship. Certainly you can have a friend who is Spanish or any kind of person of a different language, different culture, different race and you don't necessarily have to speak that language per se, as long as you can develop some sort of common ground for communication. If someone were to come to me of a different race, first meeting, and he is going to try all of a sudden to face things that I don't associate with that person.

But if the person can smile, everybody smiles when they are happy. If the person can smile when they are genuinely happy I am going to try and pick up on that, and I am going to say wherever that person is coming from, he is happy. I can share with it, I can identify with it. I don't have to worry whether he is trying to trick me! Or anything like that, you see.

Mod. I would like to thank both of you for sharing your thoughts and ideas with us. I am sure that you will help any listener who is going into a new situation, and I invite you back any time to work with our listeners in the near future.

Thank you very much.

Thank you.

RESPONSES WHICH ILLUSTRATE GUIDING PRINCIPLES FOR BUILDING INTERPERSONAL RELATIONSHIPS

MODULE: How to Establish a Volunteer Listening Program

Directions: Read these principles to guide you in building helping relationships on a one-to-one basis. Then complete the practice opportunities in which you apply these principles. Should you disagree with any of the answers given, you may wish to discuss this with a colleague or the Resource Person. Upon individual completion of this Worksheet, form a small discussion group with your colleagues or the Resource Person to test-out and justify your own proposed responses of the situations and to discuss and compare alternative helping responses developed by your colleagues.

PRINCIPLE 1

When another person, whether administrator, teacher, aide or student, complains to you, he is most often seeking someone to understand how he feels, and it is best to respond to his feeling tone, instead of trying to find out the facts or to verify who did what to whom. For example, Harold complains to the teacher that his friend called him a "so and so." It is best to respond to his feelings, such as "I understand how you feel, it must have made you angry and embarrassed to be called that in front of your friends."

Situation 1

Student: "I do not think my teacher gave me the right grade. I deserve a higher mark than that."

Teacher:
a. "No, you don't. I saw your teacher's grade book and based on your tests scores, you got the grade you deserved."

b. "Let's discuss it after I have a chance to talk with your teacher."

c. "Your voice sounds like you are really angry. You probably feel that your work was worth more."

PRINCIPLE 2

When a person makes a statement about himself, it is often desirable to respond, not with agreement or disagreement, but with details that convey to him that you understand his feelings. For example, when a person says "I am not good at this," it is of little help to tell him, "Yes, you are pretty lousy at it," or to dispute him, "Don't say that--you're really good at it," or offer your advice, such as "If you tried harder, you would be better." Such comments only hurt the other person's self-respect and decrease his confidence. It is best to meet such a statement with your understanding, such as "Some of the problems are hard to figure out. There is not an easy answer."

Situation 2

New Listener: "I am having a really hard time with this listening business. Sometimes I think I want to quit, but I have made a commitment and I guess I will go on."

Experienced Listener:

a. "I'll bet you would not have such a hard time if you would structure your Listening sessions a little more tightly. Your counselor could suggest some appropriate activities."

b. "I know what you mean. Somedays you do not think you are making any headway. Listening is a complex job. Sometimes it takes time to figure things out."

c. "You can't quit. Think of all the students who are depending on you."

PRINCIPLE 3

People naturally have mixed feelings toward persons who have authority over them. Administrators, teachers, and students may have feelings of liking and resentment at the same time. All people need to know that such feelings are normal and natural, and they will be spared much guilt by a calm, non-critical acknowledgement and voicing of his feelings: "You seem to feel two ways about him; you like him and dislike him," rather than "You are so mixed up. One minute you like somebody, then you say you hate him. Make up your mind!"

Situation 3

Student: "Boy, that teacher in my other class really makes me mad. He's so unfair. Sometimes I wish I could really tell him what I think of him.

New Listener:

a. "You're really angry at that teacher today, but last week you seemed to get along with him O.K. You seem to feel two ways about him."

b. "Being mad at him isn't going to do any good. The teacher knows best and you should try to do what he says."

c. "What happened that made you mad at him? Tell me facts."

PRINCIPLE 4

Praise of a person should deal only with his efforts and accomplishments, not with his character and personality. For example, instead of saying: "You are such a good teacher (or student, or boy), " it is better to praise the accomplishment itself by saying, "The students are so involved in the activities you have planned for them. You worked very hard to develop ideas for each student, and it seems to have paid off," thereby letting the other person draw his own positive ideas about his personality.

Example: Helpful praise - "Your students are involved in many interesting activities."

Possible inference - "I have good ideas."

(Unhelpful praise) - "You are good in the classroom. Of course, you still have a lot to learn."

Situation 4

Listener: "I don't think that I should be meeting with Sally. There isn't anything really wrong with her. Sometimes I think that you don't trust me at all and only give me a student so that I won't complain."

Counselor:

a. "That's silly, you are doing a beautiful job! And, I couldn't do without you."

b. "How can you even think that, Sally does need you."

c. "By meeting with Sally you fulfill a very special need in her life. I have never seen her talk to anyone with the enthusiasm she displays with you."

PRINCIPLE 5

State criticism in a constructive manner, which confines itself to pointing out how to do what has to be done, entirely omitting negative remarks about the personality of the person. Criticize only the event, not the person. For example, when the materials students are working with are not put back in the appropriate place, one might comment, "I see the work area is not cleaned up. We do not want our work area to be messy. Here is the waste basket and the special drawer to put your materials in when you're finished using them," instead of saying "You ought to know better! How many times have I told you to clean up after you have finished? You are always leaving things a mess."

Situation 5

Student: "I wasn't really cheating on Mr. Smith's test. I was just asking Tommy a question because I didn't understand the problem he gave us."

Listener:

a. "Now, John, remember, we are friends. You do not have to explain your actions to me. You can trust me."

b. "Exam time is not the time for you to ask questions of your classmates. It is the time for each of you to do your own work so that your teacher can find out how well you have understood the work you have been doing the past few weeks. If you have any questions, ask your teacher."

PRINCIPLE 6

Accept the fact that other people will sometimes make us angry. All people are entitled to express their angry feelings provided they do not attack the personality or character of another person. For example, one might say, "I feel very angry when I see you hurt another person." This approach allows one to give vent to his anger without causing damage, and also illustrates an important lesson in how to express anger safely.

Situation 6

Listener: "This school system is for the birds. No one is truly interested in these kids who are not either really good or really bad."

Counselor: (Develop your own helping response which illustrates the principles that you are entitled to express your own angry feelings, but should not attack the character or personality of the volunteer.)

APPENDIX B

Item 20

Modification of the Listener Feedback Sessions (6.3.2)

Because of the feedback received from Listeners expressing the need for additional specific information, the format of the monthly feedback sessions will be modified to include a fifteen-minute in-put by the Mental Health professional in charge. The in-put may be in the form of mini-lecture, audio-visual presentation, role playing, guest speaker, guided discussion, etc. The remaining forty-five minutes will be devoted to the general discussion and feedback with homogeneous grouping for secondary and elementary Listeners if the situation seems desirable.

Feedback Session Number and Month	Topic
#1 September	The Listener/Student Relationship
#2 October	Active Listening Techniques
#3 November	How to Deal with Fantasy
#4 December	Roles of Counselor, Listener and Teacher
#5 January	The Limits of the Relationship
#6 February	Coping with Frustration
#7 March	Dealing with Special Children
#8 April	How to Handle Stressful Situations
#9 May	Group Process Training
#10 June	Terminating the Relationship

APPENDIX B

Item 21

Listener-to-Listener Demonstration (6.3.3)

In this photo a Listener is planning some variation of the Good-bye Card which Listeners may leave with their students at the end of their time together.

PHASE III - Evaluating the Program

Target Deadline - October, 1974

Objective	Activity	Indicator
8. To establish a system for monitoring all levels of participation within the program	8.1 Set up operational guidelines and expectations for each level of participation	***8.1 Written guidelines
	8.2 Communicate regularly with volunteers, sponsors and schools	*8.2 ** Record of communication activities
	8.3 Incorporate feedback	*8.3 ** Record of feedback and changes
9. To develop evaluation instruments and procedures which are appropriate to and effective in the evaluation of this program	9.1 Gather information from various sources on existing instruments and procedures	*9.1 Log of research activities
	9.2 Gather information on specifics of evaluation techniques and instrument construction	*9.2 Summaries of sources
	9.3 Construct new instrument when necessary	*9.3 File of instruments
10. To provide an overall evaluation of the "processes" of the program from all levels of participants and to allow for their assimilation into the program.	10.1 Administer appropriate evaluation instruments at selected stages of the program	**10.1 Record of evaluation activities
	10.2 Compile and organize information received	*10.2 ** *** Written summary and/or chart of information received from evaluation activities
11. To conduct an evaluation of the "products" of the program to provide data for future improvements	11.1 Conduct field test and/or attitudinal surveys of all materials such as: a. A competency-based training module on "How to Establish a Lay Listening Program in Public Schools" b. A handbook for school-based personnel and volunteer listeners c. Recruitment materials and media productions (video tape, slide/tape, radio spots)	*11.1 Summary of field test and survey results

* See corresponding numbers on following pages for details.
** See narrative for details.
*** See Appendix B, Items 5 and 1 and Appendix A.

APPENDIX B

Item 22

Record of Monitoring/Communication Activities Via Formal Meetings (8.2.1)

Date	Groups	Vehicle
10/3/74	Listeners, Counselors	Feedback Session
10/22/74	Listeners, Counselors	Feedback Session
1/25/74	N.E. Area Counselors	Planning Meeting
2/7/74	Mental Health Assoc. professionals; School Representative	Youth Services Comm.
2/18/74	Mental Health Assoc. directors; Listener Representative	Steering Committee
2/25/74	Listeners, Counselors	Feedback Session
2/26/74	Listeners, Counselors	Feedback Session
3/5/74	Mental Health Assoc. directors; Listener Representative	Steering Committee
3/25/74	Listeners, Counselors	Feedback Session
3/26/74	Listeners, Counselors	Feedback Session
4/4/74	Mental Health Assoc. directors; Counselors	Steering Committee
4/15/74	Mental Health Assoc. professionals; School Representative	Youth Services Comm.
4/26/74	South Central Area Counselors	Planning Meeting
5/28/74	Mental Health Assoc. professionals; School Representative	Youth Services Comm.
6/11/74	Listeners	Appreciation Luncheon
6/18/74	Mental Health Assoc. directors; Listener Representative	Steering Committee
7/15/74	Mental Health Assoc. directors; Listener Representative	Steering Committee
8/13/74	Mental Health Assoc. directors; Listener Representative	Steering Committee
8/26/74	Mental Health Assoc. professionals; Counselors; Listeners	Planning Meeting
9/23/74	Listeners, Counselors	Feedback Session

Date	Groups	Vehicle
9/24/74	Listeners, Counselors	Feedback Session
10/3/74	Mental Health Assoc. directors; Listener Representative	Steering Committee
10/3/74	Mental Health Assoc. professionals; School Representative	Youth Services Comm.
10/21/74	Listeners; Counselors	Feedback Session
10/22/74	Listeners; Counselors	Feedback Session
11/7/74	Mental Health Assoc. directors; Listener Representative	Steering Committee
11/7/74	Mental Health Assoc. professionals; School Representative	Youth Services Comm.
11/25/74	Listeners; Counselors	Feedback Session
11/26/74	Listeners; Counselors	Feedback Session
12/5/74	Mental Health Assoc. directors; Listener Representative	Steering Committee
12/5/74	Mental Health Assoc. professionals; School Representative	Youth Services Comm.
1/9/75	Mental Health Assoc. directors; Listener Representative	Steering Committee
1/27/75	Listeners; Counselors	Feedback Session
1/28/75	Listeners; Counselors	Feedback Session
2/6/75	Mental Health Assoc. directors; Listener Representative	Steering Committee
2/6/75	Mental Health Assoc. professionals; School Representative	Youth Services Comm.
2/23/75	Listeners; Counselors	Feedback Session
2/24/75	Listeners; Counselors	Feedback Session

SUMMARY

Met with Listeners or Listeners' Representative 31 times.
Met with Mental Health Association professional or representatives 19 times.
Met with Counselors 20 times.
Met with School Representatives 7 times.

APPENDIX B

Item 23

Sample Cards Used to Communicate with Volunteers (8.2.2)

_____ Yes, I will be delighted to continue as a Listener in the LISTEN TO CHILDREN Program.

_____ No, I am sorry that I cannot continue as a Listener. Reason: ______________________________

____.

****

NAME ______________________________

ADDRESS ______________________________

ZIP ______________ *PHONE* ______________

Hello "Listen to Children" Volunteer!

We would like you to help us keep our files up-to-date! Would you please complete this card, and mail it to:

Joseph J. Butchness
Sandra Goldstein
The Mental Health Association
800 Brickell Plaza
Miami, Fl. 33131

NAME ______________________________ PHONE ______________

ADDRESS ______________________________ ZIP __________

SCHOOL(S) ASSIGNED ______________________________

____

COUNSELOR(S) ASSIGNED ______________________________

Hello "Listen to Children" Volunteer!

This is just a friendly note to remind you that there will be a:

ORIENTATION I
ORIENTATION II
PLAYBACK SESSION

on ______________________ from ________ to ________

at ____

Should you have any questions, or if you are unable to attend the meeting, please call us at 379-3642, or stop for a visit! We're located at 800 Brickell Plaza (that's at the corner of S.E. 8 Street, and S.E. 1 Avenue)

APPENDIX B

Item 24

Sample Notice of Meetings for Professionals and Counselors (8.2.3)

This is just a friendly note to remind you that there will be a:

SPECIAL PLANNING SESSION FOR "LISTEN TO CHILDREN" PROFESSIONALS AND COUNSELORS

on Wednesday, August 28, 1974

from 1:00PM to 2;30PM

at The Mental Health Association's Board Room
800 Brickell Plaza (that's the corner of SE 8 Street, and SE 1 Avenue)

Please indicate your attendance by returning the attached card.

______ I will attend the special planning meeting for "Listen to Children" professionals and counselors.

______ I cannot attend the special planning meeting for "Listen to Children" professionals and counselors.

Name____

Address Phone

Item 25

Sample of Meeting Minutes (8.2.4)

SPECIAL PLANNING MEETING FOR "LISTEN TO CHILDREN"

PROFESSIONALS AND COUNSELORS

August 28, 1974

Introduction

Sponsor: The Listen to Children Program is jointly sponsored by the Mental Health Association of Dade County, and the School Volunteer Program of the Dade County Public Schools.

Attendance: Those present at the Special Planning Meeting included: Ronnie Bermont, Joseph J. Butchness, Nancy Cooper, Michael Epstein, Ph.D., Norm Golan, Mona Goldstein, Sandra Goldstein, Rosemary Perkins, Gail Quint, Barbara Reker, and Warren W. Schlanger, M.D..

Purposes: (1) To familiarize mental health professionals (New to the program) with the history, philosophy, objectives of the program; and to review the content of the preservice orientation sessions, (2) to plan the inservice training sessions for the Listeners.

Status of the Listen to Children Program

A Listeners View: The Listen to Children program involves shy children, aggressive children and many types in between. The Listeners spoke about the emotional involvement that develops between the child and the Listener. Both expressed a positive feeling toward the program.

A Counselor's View: The school counselors reported that the teachers of the children seen by the Listeners were pleased with the job that the Listeners were doing and were even able to observe behavior changes in the students. Ultimately, more than just "listening" occured and an on-going relationship developed.

Update of the Philosophy: The Listen to Children program has shifted its main emphasis from passive listening techniques to a more active relationship-building experience.

The Junior High School Expansion: The Listen to Children Program will expand into selected Junior High Schools in the South Central Area and other areas. The Listeners will be working with the Substance Education Specialists, and will be able to use the "Rap Room" facilities in the schools. The junior high school Listeners will be encouraged to also attend the training given to peer counselors, in addition to their Listener training.

The Mental Health Association
Of Dade County, Inc.

800 BRICKELL PLAZA • MIAMI, FLORIDA 33131 • TELEPHONE 379-3642

YOUTH SERVICES COMMITTEE

Thursday, December 5, 1974

AGENDA

1. Call to order Minutes of November 7, 1974	Carol A. Fineman, Ph.D. Don Samuels (Co-Chairpersons)
2. Progress Reports:	Nancy Cooper
A. Evaluation of "Listen to Children" Program	
B. New volunteer program sponsored by Dade County Public Schools	
3. (see attached sheet) Plans for a forum on "Facing the Needs of Children and Youth"	Joe Butchness
A. Committee members as resource persons	
B. Suggestions for target date, location, time schedule, and professionals	
4. New business	
5. Next meeting date	

Happy Holidays from the staff of the Mental Health Association of Dade County

Appendix B

Item 27

Sample Letter to Parents-Elementary (8.2.6)

G. W. Carver Elementary School
238 Grand Avenue

Dear Parents:

Our school is undertaking a "listen to children" project as part of our parent volunteer program. This project involves providing a team of two trained volunteer "listeners" each of whom will give one-half day per week to be an adult friend to three or four children in our school. Their purpose is to listen to each child talk about topics that are of interest to him -- academic, social, or recreational. It is not an academic tutoring program. This project provides one more way for us to give individual attention to students.

Your child has been chosen to participate in this pilot program. He will spend one-half hour per week from now through March 30 just talking with his adult friend. We hope this will be a rewarding experience for him.

Mrs. Reker, our counselor, will coordinate the project in our school, and will work closely with the volunteers.

Thank you for your interest and cooperation.

(Mrs.) Isabelle S. Blue, Principal
G. W. Carver Elementary School

APPENDIX B Item 28: Sample Letter to Parents-Secondary (8.2.7)

PONCE DE LEON JUNIOR HIGH SCHOOL
5801 AUGUSTO STREET
CORAL GABLES, FLORIDA 33146

RA[illegible]H V. MOORE, JR.
PRINCIPAL

DR. E. L. WHIGHAM
SUPT. DADE COUNTY SCHOOLS

October 30, 1974

Mr. & Mrs. McFarland
3516 S.W. 24 Terr
Miami, Florida

Dear Mr. & Mrs McFarland,

An exciting new opportunity for students is coming to Ponce this year as an extension to the rap sessions which were begun last year. The rap sessions give students an opportunity to discuss their opinions and feelings on many different subjects without fear of being graded or judged. Now, students who do not prefer to be in a group discussion will have a similar opportunity to share feelings and thoughts on a one to one basis.

Parent volunteers who are trained in listening skills are matched with students and meet once a week for one hour. The listeners purpose is to establish a friendly relationship with the student and to listen to the students thoughts, concerns, and feelings. The listener is not a problem-solver or advice-giver, merely a friend who understands that everyone needs the chance to be heard.

Mary has been recommended for the Listeners Program and seems to be enthusiastic about it. She is hesitant to speak in class and does not want to be involved in a group. I think the Listeners Program would be an exciting and rewarding experience for her.

This letter is to confirm your approval of Mary's participation. Please sign and have Mary return it to Ponce. If you have any questions, please feel free to call.

Very truly yours,

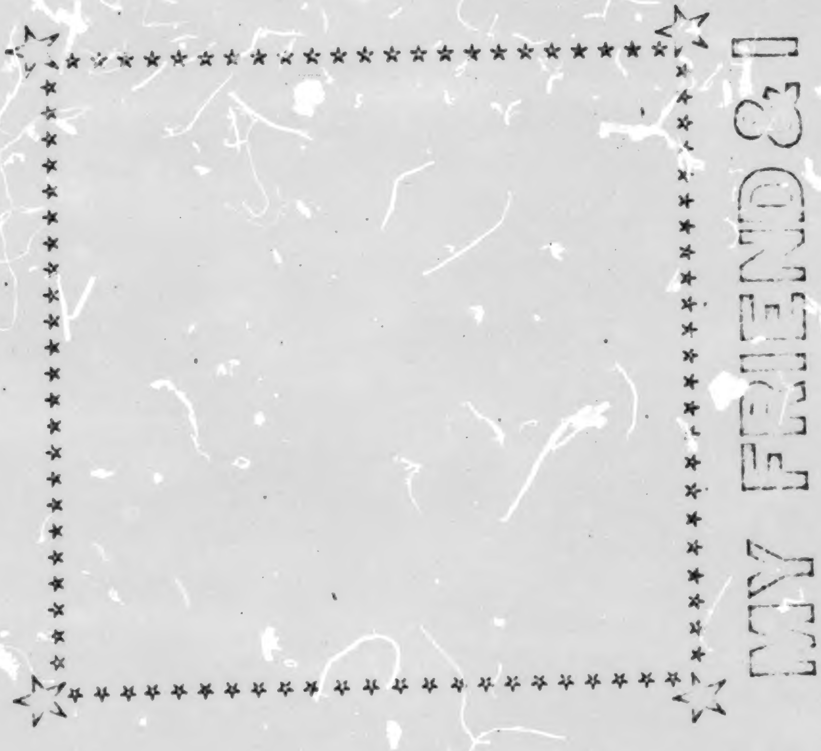
Carol Toner

CT/sos

APPENDIX B

Item 29

Sample of Communication between Listener and Student (8.2.8)



Item 30

An Excerpt from the School Volunteer Program Leader's Handbook (8.2.9)

SCHOOL PROGRAMS WHICH NEED SPECIAL HELP

1. READING SYSTEMS

The Dade County Reading Systems has been developed by the Division of Instruction, Dade County Public Schools. Projections for the 1973-74 school year indicate that approximately 1,200 teachers will be using the system with 36,000 students. The assessment/management system, itself, is designed to be used with any reading materials in the school. It includes provisions for the testing of both decoding (word attack) and comprehension skills from primer through sixth year readability levels. It presently contains 480 decoding and 201 comprehension objectives. All objectives are categorized and assessed in a total of sixteen pupil assessment booklets. There are also two placement tests, one for decoding and one for comprehension.

2. MATHEMATICS SYSTEMS

The elementary mathematics program develops the basic concepts, relations, operations and properties associated with sets, numeration, geometry, measurement, probability, statistics and logic. The major dimensions of the program are: computation (speed skills), reasoning (power skills) and the underlying pre-number skills. Systems approaches to mathematics employ a technology and the components, or sub-systems, for individualizing instruction for potentially gifted, average and below average students in the regular classroom and school setting. Systems approaches include:

a. An assessment sub-system

b. An instructional sub-system

c. Classroom organizational or instructional management sub-system

3. SWRL

The Kindergarten Program, developed by the Southwest Regional Laboratory (SWRL) for Educational Research and Development will be used with more than 10,000 students in 161 schools in Dade County during the 1973-74 school year. The SWRL Program consists of two basic systems and support systems. The first basic system, The Instructional Concepts Program, develops 96 concepts-colors, sizes, shapes, amounts, positions, pre-math and pre-reading terms. The second system, The Beginning Reading Program, includes recognition of word elements and letter names, a reading vocabulary of 100 words and the ability to attack words composed of learned elements. These skills, in addition to beginning comprehension skills, provide the basis for a child's future success in reading. To ensure each child every chance of success, SWRL includes support systems whereby specially prepared materials enable non-professional tutors and parents to supplement regular classroom instruction.

4. "LISTENERS"

This program, developed co-operatively with the Dade County Mental Health Association and the School Volunteer Program, recruits, trains and places volunteers to act as listeners to elementary level students. The listeners work under the direction of an elementary school counselor who selects the students and supervises the program. Working on a one-to-one or small group basis, each listener attempts to build a positive relationship with the students. The program is not crisis-oriented, it merely tries to lessen anxiety and create an open atmosphere. Additional in-service training and advice is provided by the professionals in the Mental Health Association.

APPENDIX B

Item 31

Sources of Information during Evaluation Phase (9.2)

Individuals

Primary Consultants:

1. Dr. Michelle Kavanaugh, University of Miami
2. Dr. Audrey Jackson, Coordinator of School Volunteers

Others:

3. Dr. Diane Baker, University of Miami, School of Medicine
4. Dr. Carolyn Garwood, University of Miami, School of Education
5. Dr. Betty Rowen, University of Miami, School of Education
6. Dr. Michael Epstein, University of Miami, School of Psychology
7. Dr. Craig Eisendrath, Goddard College, Graduate School
8. Dr. Ray Foster, Florida State Department of Education, ESEA Title III Evaluation Specialist

Books and Publications

Campbell, Donald T. and Julian C. Stanley. (1963). Experimental and Quasi-Experimental Designs for Research, Chicago: Rand McNally and Company.

Gordon, Ira J. (1968). A Test Manual for the How I See Myself Scale, Gainesville, Florida: Florida Educational Research and Development Council.

Speigel, Murray R. (1961). Schaum's Outline of Theory and Problems of Statistics, New York: McGraw-Hill Book Company.

ERIC Files

Evaluating Guidance - Why, What, and How (Ed. 073-205)
An Evaluation Guidebook (Ed. 071-93511)

APPENDIX B

Item 32

Carkhuff Facilitative Index (9.3.1)

Excerpt 1

HELPEE: I don't know if I am right or wrong feeling the way I do. But I find myself withdrawing from people. I don't seem to socialize and play their stupid little games any more. I get upset and come home depressed and have headaches. It all seems so superficial. There was a time when I used to get along with everybody. Everybody said, "Isn't she wonderful. She gets along with everybody. Everybody likes her." I used to think that was something to be really proud of, but that was who I was at that time. I had no depth. I was what the crowd wanted me to be—the particular group I was with.

HELPER RESPONSES:

(1) You know you have changed a lot. There are a lot of things you want to do but no longer can.

(2) You are damned sure who you can't be any longer but you are not sure who you are. Still hesitant as to who you are yet.

(3) Who are these people that make you so angry? Why don't you tell them where to get off! They can't control your existence. You have to be your own person.

(4) So you have a social problem involving interpersonal difficulties with others.

Excerpt 2

HELPEE: I love my children and my husband and I like doing most household things. They get boring at times but on the whole I think it can be a very rewarding thing at times. I don't miss working, going to the office every day. Most women complain of being just a housewife and just a mother. But, then, again, I wonder if there is more for me. Others say there has to be. I really don't know.

HELPER RESPONSES:

(1) Hmm. Who are these other people?

(2) So you find yourself raising a lot of questions about yourself—educationally, vocationally.

(3) Why are you dominated by what others see for you? If you are comfortable and enjoy being a housewife, then continue in this job. The role of mother, homemaker can be a full-time, self-satisfying job.

(4) While others raise these questions, these questions are real for you. You don't know if there is more out there for you. You don't know if you can find more fulfillment than you have.

Excerpt 3

HELPEE: Sometimes I question my adequacy of raising three boys, especially the baby. I call him the baby—well, he is the last. I can't have any more. So I know I kept him a baby longer than the others. He won't let anyone else do things for him. If someone else opens the door, he says he wants Mommy to do it. If he closes the door, I have to open it. I encourage this. I do it. I don't know if this is right or wrong. He insists on sleeping with me every night and I allow it. And he says when he grows up he won't do it any more. Right now he is my baby and I don't discourage this much. I don't know if this comes out of my needs or if I'm making too much out of the situation or if this will handicap him when he goes to school—breaking away from Mamma. Is it going to be a traumatic experience for him? Is it something I'm creating for him? I do worry more about my children than I think most mothers do.

(2) Is it perhaps possible for you to have the child become involved in a situation such as some experiences in a public park where the child could play and perhaps at a distance you could supervise—where the child can gain some independence?

(3) Could you tell me—have you talked to your husband about this?

(4) While you are raising a lot of questions for yourself about yourself in relation to your youngest child, you are raising some more basic questions about yourself in relation to you. In lots of ways you're not certain where you are going—not sure who you are.

Excerpt 5

HELPEE: Gee, those people! Who do they think they are? I just can't stand interacting with them anymore. Just a bunch of phonies. They leave me so frustrated. They make me so anxious. I get angry at myself. I don't even want to be bothered with them anymore. I just wish I could be honest with them and tell them all to go to hell! But I guess I just can't do it.

(1) They really make you very angry. You wish you could handle them more effectively than you do.

(2) Damn, they make you furious! But it's just not them. It's with yourself, too, because you don't act on how you feel.

(3) Why do you feel these people are phony? What do they say to you?

(4) Maybe society itself is at fault here—making you feel inadequate, giving you this negative view of yourself, leading you to be unable to successfully interact with others.

Excerpt 6

HELPEE: They wave that degree up like it's a pot of gold at the end of the rainbow. I used to think that, too, until I tried it. I'm happy being a housewife; I don't care to get a degree. But the people I associate with, the first thing they ask is, "Where did you get your degree?" I answer, "I don't have a degree." [illegible], They look at you like you are some sort of a freak, some backwoodsman your husband picked up along the way. They actually believe that people with degrees are better. In fact, I think they are worse. I've found a lot of people without degrees that are a hell of a lot smarter than these people. They think that just because they have degrees they are something special. These poor kids that think they have to go to college or they are ruined. It seems that we are trying to perpetrate a fraud on these kids. If no degree, they think they will end up digging ditches the rest of their lives. They are looked down upon. That makes me sick.

HELPER RESPONSES:

(1) You really resent having to meet the goals other people set for you.

(2) What do you mean by "it makes me sick?"

(3) Do you honestly feel a degree makes a person worse or better? And not having a degree makes you better? Do you realize society perpetrates many frauds and sets many prerequisites such as a degree. You must realize how doors are closed unless you have a degree, while the ditches are certainly open.

(4) A lot of these expectations make you furious. Yet, they do tap in on something in yourself you are not sure of—something about yourself in relation to these other people.

Excerpt 7

HELPEE: I get so frustrated and furious with my daughter. I just don't know what to do with her. She is bright and sensitive, but damn, she has some characteristics that make me so on edge. I can't handle it sometimes. She just—I feel myself getting more and more angry! She won't do what you tell her to. She tests limits like mad. I scream and yell and lose control and think there is something wrong with me—I'm not an understanding mother or something. Damn!

boy, she can be as onery as she can be. And then I scream and yell and I'm about ready to slam her across the room. I don't like to feel this way. I don't know what to do with it.

HELPER RESPONSES:

(1) So you find yourself screaming and yelling at your daughter more frequently during the past three months.

(2) Why don't you try giving your daughter some very precise limitations. Tell her what you expect from her and what you don't expect from her. No excuses.

(3) While she frustrates the hell out of you, what you are really asking is, "How can I help her? How can I help myself, particularly in relation to this kid?"

(4) While she makes you very angry, you really care what happens to her.

Excerpt 8

HELPEE: He is ridiculous! Everything has to be done when he wants to do it, the way he wants it done. It's as if nobody else exists. It's everything he wants to do. There is a range of things I have to do—not just be a housewife and take care of the kids. Oh no, I have to do his typing for him, errands for him. If I don't do it right away, I'm stupid—I'm not a good wife or something stupid like that. I have an identity of my own, and I'm not going to have it wrapped up in him. It makes me—it infuriates me! I want to punch him right in the mouth. What am I going to do? Who does he think he is anyway?

HELPER RESPONSES:

(1) It really angers you when you realize in how many ways he has taken advantage of you.

(2) Tell me, what is your concept of a good marriage?

(3) Your husband makes you feel inferior in your own eyes. You feel incompetent. In many ways you make him sound like a very cruel and destructive man.

(4) It makes you furious when you think of the one-sidedness of this relationship. He imposes upon you everywhere, particularly in your own struggle for your own identity. And you don't know where this relationship is going.

Excerpt 9

HELPEE: I finally found somebody I can really get along with. There is no pretentiousness about them at all. They are real and they understand me. I can be myself with them. I don't have to worry about what I say and that they might take me wrong, because I do sometimes say things that don't come out the way I want them to. I don't have to worry that they are going to criticize me. They are just marvelous people! I just can't wait to be with them! For once I actually enjoy going out and interacting. I didn't think I could ever find people like this again. I can really be myself. It's such a wonderful feeling not to have people criticizing you for everything you say that doesn't agree with them. They are warm and understanding, and I just love them! It's just marvelous!

HELPER RESPONSES:

(1) Sounds like you found someone who really matters to you.

(2) Why do these kind of people accept you?

(3) That's a real good feeling to have someone to trust and share with. "Finally, I can be myself."

(4) Now that you have found these people who enjoy you and whom you enjoy, spend your time with these people. Forget about the other types who make you anxious. Spend your time with the people who can understand and be warm with you.

You don't understand me. You don't know I'm here. I don't even think you care for me. You don't hear me when I talk. You seem to be somewhere else. Your responses are independent of anything I have to say. I don't know where to turn. I'm just so—doggone it —I don't know what I'm going to do, but I know you can't help me. There just is no hope.

HELPER RESPONSES:

(1) I have no reason to try and not to help you. I have every reason to want to help you.
(2) Only when we establish mutual understanding and trust and only then can we proceed to work on your problem effectively.
(3) It's disappointing and disillusioning to think you have made so little progress.
(4) I feel badly that you feel that way. I do want to help. I'm wondering, "Is it me? Is it you, both of us?" Can we work something out?

Excerpt 16

HELPEE: Who do you think you are? You call yourself a therapist! Damn, here I am spilling my guts out and all you do is look at the clock. You don't hear what I say. Your responses are not attuned to what I'm saying. I never heard of such therapy. You are supposed to be helping me. You are so wrapped up in your world you don't hear a thing I'm saying. You don't give me the time. The minute the hour is up you push me out the door whether I have something important to say or not. I—uh—it makes me so goddamn mad!

HELPER RESPONSES:

(1) You are suggesting I'm wrapped up in myself. Do you think that perhaps, in fact, this is your problem?
(2) I'm only trying to listen to you. Really, I think we are making a whole lot of progress here.
(3) You are pretty displeased with what has been going on here.
(4) All right, you are furious, but I wonder if it's all mine or is there something else eating you.

Stop! If the reader is administering or being administered the standardized counselor responses to helpee stimulus expressions in order to assess level of discrimination, he should proceed no further until all relevant persons have responded in accordance with instructions.

a second lease on life. I found a marvelous job! Its great! it's so great I can't believe it's true—it's so great! I have a secretarial job. I can be a mother and can have a part-time job which I think I will enjoy very much. I can be home when the kids get home from school. It's too good to be true. It's so exciting. New horizons are unfolding. I just can't wait to get started. It's great!

HELPER RESPONSES:

(1) Don't you think you are biting off a little bit more than you can chew? Don't you think that working and taking care of the children will be a little bit too much? How does your husband feel about this?

(2) Hey, that's a mighty good feeling. You are on your way now. Even though there are some things you don't know along the way, it's just exciting to be gone.

(3) Let me caution you to be cautious in your judgment. Don't be too hasty. Try to get settled first.

(4) It's a good feeling to contemplate doing these things.

Excerpt 11

HELPEE: I'm so pleased with the kids. They are doing just marvelously. They have done so well at school and at home; they get along together. It's amazing. I never thought they would. They seem a little older.

They play together better and they enjoy each other, and I enjoy them. Life has become so much easier. It's really a joy to raise three boys. I didn't think it would be. I'm just so pleased and hopeful for the future. For them and for us. It's just great! I can't believe it. It's marvelous!

HELPER RESPONSES:

(1) It's a good feeling to have your kids settled once again.

(2) Is it possible your kids were happy before but you never noticed it before? You mentioned your boys. How about your husband? Is he happy?

(3) Do you feel this is a permanent change?

(4) Hey, that's great! Whatever the problem, and you know there will be problems, it's great to have experienced the positive side of it.

Excerpt 13

HELPEE: I'm so thrilled to have found a counselor like you. I didn't know any existed. You seem to understand me so well. It's just great! I feel like I'm coming alive again. I have not felt like this in so long.

HELPER RESPONSES:

(1) Gratitude is a natural emotion.

(2) This is quite nice but remember, unless extreme caution is exercised, you may find yourself moving in the other direction.

(3) That's a good feeling.

(4) Hey, I'm as thrilled to hear you talk this way as you are! I'm pleased that I have been helpful. I do think we still have some work to do yet, though.

Excerpt 14

HELPEE: No response. (*Moving about in chair.*)

HELPER RESPONSES:

(1) You can't really say all that you feel at this moment.

(2) A penny for your thoughts.

(3) Are you nervous? Maybe you haven't made the progress here we hoped for.

(4) You just don't know what to say at this moment.

PLEASE RETURN TO Nancy Cooper, School Volunteer Program via U. S. Mail or School Mail A-

LISTEN-TO-CHILDREN PROGRAM
ATTITUDE QUESTIONNAIRE

POSITION: (check one)

__________ Listener   __________ School Administrator

__________ Counselor   __________ Teacher

DIRECTIONS: Read each statement and decide how you feel about it. Then circle the number which most nearly corresponds to your feelings. Finally identify some specific reasons for your ratings in the section marked "because".

TRAINING COMPONENTS:

Strongly Disagree   Strongly Agree

1. The 4-hour pre-service training sessions are a valuable part of the training program.   1 2 3 4 5

Because: ____________________

____

____

____

2. The monthly feedback sessions are a valuable part of the training program.   1 2 3 4 5

Because: ____________________

____

____

____

3. The school-level orientation by the counselor and/or school administrators is a valuable part of the training program.   1 2 3 4 5

Because: ____________________

____

____

____

SCHOOL-LEVEL CONSIDERATIONS:

4. The listeners are regarded by the faculty as a contributing member of the total school team.   1 2 3 4 5

Because: ____________________

____

____

____

Strongly Disagree — Strongly Agree

5. The listeners are regarded by the administrators of the school as a contributing member of the total school team.

1 2 3 4 5

Because: ____________________

____

____

____

6. The facilities at the school are adequate for the needs of the listeners.

1 2 3 4 5

Because: ____________________

____

____

____

THE ROLE OF THE LISTENER:

7. The listeners helped meet a definite need in the schools.

1 2 3 4 5

Because: ____________________

____

____

____

8. The listeners were able to establish a satisfactory relationship with the students.

1 2 3 4 5

Because: ____________________

____

____

____

9. The listeners affected the behavior of the students in a positive manner.

1 2 3 4 5

Because: ____________________

____

____

____

What changes would you suggest for improving the program? (Write answer on back)

What suggestions would you make for motivating others to participate as listeners? (Write answer on back)

APPENDIX Item 34: Sample Evaluation Instrument (3.3.3)

Procedure for Coding

This Observation instrument has been designed to sample in 15-second units the natural behaviors of the child. The optimal length of an observation appears to be approximately 30 minutes.

The observer upon entering the classroom should seat himself where he can see the child's face and hear any conversational interactions specifically between the teacher and the child being observed. It is recommended that 5 additional minutes be taken at the beginning of the observation for familiarization with [illegible] situation and teacher's style. The observer might code silently to himself without recording thus setting the tempo. This additional pre-time also permits activities to be resumed by teacher and pupils in a manner more nearly that which existed before the interruption of the observer's entrance.

Categories Defined

1. Task Oriented - Performing assigned work or a self initiated task which is not in conflict with framework of the classroom or teacher permission. This category includes active work in assigned areas, examples would be workbook activities, feeding fish, writing, spelling or arithmetic lessons, art work, etc. It also includes thoughtful staring when child seems to be involved in the work of the task.

   Mark R if task is performed in response to teacher directed activity.

   Mark I if task is initiated by the child.

   Examples:

Walking to reading circle, taking seat and waiting.	R
Passing papers or books at teacher's request.	R

Looking at teacher or blackboard in a thoughtful manner.	R
Looking over work assigned either during or after completion.	R
Working on assigned ditto sheet or blackboard work.	R
Writing a creative writing story about teacher assigned topic.	R
Writing a creative writing story about self-assigned topic.	R
Goes to classroom library to select a book or to return book. (Teacher does not give permission or refusal)	I
Gets up from desk, walks to book shelf and gets dictionary, returns to desk.	I

2. Social Work Oriented - This category includes any social remark, interchange, or action which is task oriented. A child may initiate social contacts in relation to his work. He may respond to another's work, he may explain a task to a peer, he may note another's progress, give or get suggestions in regard to task, or he may initiate interaction with teacher in regard to a work problem. Reserved for social needs in relation to work task. In discussion/participation any verbal contribution is recorded under this category and any evidence to contribute, such as hand raised to ask a question or reply to one. Record by indicating the target person; S for same sex, O for opposite sex, and T for teacher. Record a circle if it is to more than one. Indicate I if initiated by the child. Indicate R if it is in response to another's initiation.

Examples:

The child is allowed to stand or sit by teacher to work rather than at his own desk. During that time the teacher's presence is directly next to the child even though he may be receiving no specific help. Child is asked to go to blackboard to write answer, etc. and answer is a communication to others in that they all watch and respond just as though he had performed orally.

Child answers teacher's questions asked when she has not selected a particular child and appears acceptant of children's answers without raising hands, indeed seems to expect this. Tr

Child raises hand to respond to teacher's question or to ask a question concerning curriculum in the broad sense of the term. Ti

Asking a child if he may borrow a crayon or other material to do work. Si or Oi

"Look at my picture" (to teacher) to another child
(Ti) Si or Oi

"I'm done with the first part. Are you done?" Si or Oi

"That's good." (Child approves another child's work). Si or Oi

Child relates an incident or shows something he has brought for show and tell to all the children in the group. Si or Oi

3. Unrelated Task Oriented - Child's interest is focused on a task which is not assigned by teacher. E.g., drawing, putting together paper clips, etc.

Record A for Academic if child is reading or doing any school work.

Record N or Nonacademic if behavior is otherwise.

Verbal contributions; not know what to reply. E.g., "What?" "Repeat the question."

It is always assumed that this category is initiated by the child and therefore no I is necessary. The exception would be in the above mentioned case where a response is called for by the teacher and the child's response is irrelevant, in which case an R is recorded following A.

Examples:

Child is attending to items of his own clothing and this engages his interest.

Tying and untying shoes	N
Taking off sweater and rolling it up into a ball to make a pillow	N
Child is wandering about room or taking long route to assigned area rather than moving there directly	N
Coloring or doodling when there is an assigned task to be completed	N
Combing hair	N
Child's head is in his desk; desk top up and activity undetermined	N
Child's hands are in his desk; interest appears more centered on what is going on inside the desk	N
Child goes to bathroom, drinking fountain or to wash hands	N
Child is watching the work activities of reading group with interest	A
Child is reading a library book rather than doing assigned work	A
Child is flipping the pages in texts when activity indicates that he should be attending to a specific page	A
Working on assigned task while the teacher is giving the directions	A

4. Social - This category includes any social remark, interchange or action. It includes mutual horseplay, friendly conversation and gestures and any funny faces to attract attention. It is purely a social interchange with no task element involved.

Record by indicating the target person; S for same sex, O for opposite sex, and T for teacher. Record I if initiated by the child or R if behavior is in response to another's initiation.

Examples:

During activity 1 - "I'm first at recess to bat."	Si
During activity 3 - "Miss X, what time is recess?"	Ti
During activity 1 - Child approaches Teacher while she is getting materials out of desk; "Guess what I did last night?"	Ti

5. Aggression - Any behavior which evidences disrespect for the rights of others with intent on the part of the child. It may be retaliatory, physical or non-physical, e.g., hitting others, temper tantrums, defiance for purpose of defiance. This behavior probably causes most inferences.

- Record by indicating the target person; S for same sex, O for opposite sex, and T for teacher. If no target seems indicated just tally a mark.

Examples:

Making noises deliberately to distract classroom teacher; squeals, grunts, or loud singing. Watching teacher for her reaction.	Ti
Dropping pencil over and over onto desk to see if teacher will ask him to stop, makes noise in process and watches teacher who has previously told him to stop.	Ti
Hitting or pushing another while lining up to go to lunch.	Si or Oi
Running to line or chair to get the first or a special position.	Si or Oi
Destruction of property; his own or others, e.g., breaking crayons, tearing up paper, throwing paper on the floor, scribbling on another child's paper.	1
Refusal to comply with the directions of the teacher issued specifically to him.	Ti
Looking over another child's work for the purpose of getting answers, this must be clearly indicated copying.	Si or Oi
Taking another child's materials from his desk without asking permission.	Si or Oi
Teacher asks child to put all four chair legs on the floor, he does for a second but immediately raises two off the floor.	Ti
Hollering out to capture Teacher's attention while teacher is talking or listening to another person.	Ti

Arguing with teacher -

T: Get to work now
S: No, it's too much.

6. Withdrawal

Record N if wandering off from the task, looking around, watches others without apparent reason.

Record D if day dreaming, staring in space not apparently focused on work. Generally the eyes will discriminate the difference.

Examples:

Staring fixedly at nothing particular	D
Head in arms on desk following teacher disapproval	D
Made to stand in corner and crying	D
Playing with fingers and does so aimlessly; no real interest in this activity	N
Looking around at others in the room in a scanning manner	N

APPENDIX B Item 35: Sample Evaluation Instrument (9.3.4)

DIRECTIONS FOR THE PEER PERCEPTION CARDS

1. TEACHER, please write or have each child write his name on the chalkboard so that it can be used as reference during the activity.

2. COUNSELOR, be sure that you have a set of four cards which show the four characteristics which will be the focus of this activity.

3. COUNSELOR, be sure that each child has 4 sheets of paper and something to write with.

4. COUNSELOR, please note that there are two steps to each situation. In step one, the students listen to the counselor read the descriptive paragraph and then list the names of all the students in the room to whom, they think, the description applies. In step two the students are asked to look back over the list and mark the names of the students who do that particular thing most of the time.

5. COUNSELOR, to begin the session say...

   Please take out 4 sheets of paper and a pencil. During the next few minutes we will work on an activity which will help me know this class better and I need your help. As you can see, the names of all the students in this class are written on the chalkboard. Is there anyone there you don't know? (If so, please ask those students to stand.) I am going to show you some pictures and tell a story about a person, then I would like you to write down the name of any student in this class who sounds just like the person in the story. No one but you will know what you think about each person because you will not write your name on the paper. When we are all done, I will collect the papers and count them. Here is the first story...

6. COUNSELOR, after the situation has been read have the students write the name of their classmates who most nearly fit the person in the description. Then say...

   Now, that you have listed the names of the students who are like the person in the story, I would like you to go back over your list and put a big X beside the names of those students who act like the person in the story MOST of the time.

7. COUNSELOR, then have the students turn to the next piece of paper and continue with the next siuations. Please have the students number each list to correspond with the situation and please read the situations as numbered.

SITUATION 1

This person sometimes hurts others. Sometimes he or she will say things to hurt another person's feelings. Sometimes, this person, hits or teases others, or just acts mean. He or she does not often think about the rights and feelings of others. This person just thinks about what he or she wants to do and will do almost anything to get his or her own way. Sometimes this person might shove another while lining up for lunch, might run to get the best seat, break things on purpose, throw paper on the floor or scribble on someone else's paper, or even take another person's materials without asking. This person might even bang on a desk to get attention or even talk back to the teachers in a rude way. Sometimes this person starts fights or trys to get others to gangup on a person he or she doesn't like. GUESS WHO?

SITUATION 2

This person seems to daydream alot of the time. He or she looks out the window or sits quietly without doing anything. Sometimes this person just stares at nothing and other times just put his or her head down on the desk. This person doesn't often play with or talk to others in the class or on the playground. Alot of the time, this person justs stands or plays alone. It often seems as though they are not paying much attention to what others do or say. GUESS WHO?

SITUATION 3

This person does not try to be mean, but always seems to be doing something else beside what he or she is supposed to be doing. When the class is working, this person sometimes walks around, plays with things inside the desk, goes to the bathroom, gets a drink or combs hair. Many times when the teacher calls on this person he or she doesn't even know what the question is. GUESS WHO?

SITUATION 4

This person has so much fun playing and talking with other boys and girls that he usually doesn't get his work done. He or she wants to talk with other children when the class is supposed to be working or reading. When a group of children are supposed to be working on a project, this person doesn't want to pay any attention to the project, but instead, wants to play around and have fun. Even on the playground, this person doesn't care very much for playing regular games, instead he or she just plays around or makes friends. To get attention, this person might make funny faces or even whisper to neighbors during class. It seems as though this person always wants the teacher and other students to hear about what he did and what he wants to do. He or she is always talking and usually about himself. GUESS WHO?

APPENDIX B

Sample Evaluation Instrument

Item: 36 (9.3.5)

PERCEPTION TEACHER RATING SCALE

I. PART ONE

Directions: Please read the behavioral descriptions in items one through six below. Reflect carefully upon the behavior of (students name) ________________________________ as you have observed him in school and on the playground since (date)______________. Try to estimate the proportion of his time that (he,she) engages in behaviors described by the category. Now put an X at the closest location point on the demension line which follows the behavioral descriptive category.

1. TASK-ORIENTED BEHAVIOR

When (he,she) is supposed to be doing seatwork or any independent activity (he,she) tries to do it. If it is completed (he,she) goes on to look at library books or some other worthwhile learning activity. When (he,she) is supposed to be watching and/or listening, (he,she) does so. This applies whether the teacher is myself or another; whether it is a film radio or T.V. program. (He,She) tries to answer when called on even if wrong. When asked to clear off his desk; put materials away; line up or any other management request, (he,she) tries to follow directions.

Most of the time	Some of the time	Half of the time	Seldom	Almost never

2. SOCIAL-WORK ORIENTED BEHAVIOR

(He,She) likes to talk about school work to me, to other teachers and to students. (He,She) almost always has something interesting to share. (He,She) will explain or show school work to other students or school personnel. (He,She) will offer suggestions to others or try to help in some way. If (he,she) is involved with peers in a project or group activity (he,she) trys to help get it done. (He, She) volunteers to answer questions or tell about things we are studying. This person is interested in what other students are producing and will show or till about his own.

Most of the time	Some of the time	Half of the time	Seldom	Almost never

3.A UNRELATED TASK ORIENTATION (NON ACADEMIC)

(His or her) interest is often focused on a task not assigned. E.g. drawing; stringing paper clips; making an airplane. When called upon (his or her) responses may be "what?" or "Repeat the question." (His or her) Activities often includes wandering around the room, taking the long route rather than moving directly; combing hair; digging inside desk; going to bathroom or drinking fountain unnecessarily.

Most of the time	Some of the time	Half of the time	Seldom	Almost never

3.B UNRELATED TASK ORIENTATION (ACADEMIC)

(He or she) works on one school-related task when the need is to be attending to another. (He or she) reads library books in preference to doing assigned work. (He or she) listens to activities of others when (he or she) should be doing (his or her) own work

Most of the time	Some of the time	Half of the time	Seldom	Almost never

4. PURE-SOCIAL

(He or she) seems to enjoy talking with others and does so to the exclusion of getting classwork done. (He or she) wants to tell about everything that goes on in his life. (He or she) does this with peers, (he or she) socializes apart from the task and, on the playground, social relations heavily outweigh game playing. (he or she) may make faces or in general clown around to get attention.

Most of the time	Some of the time	Half of the time	Seldom	Almost never

5. AGGRESSION

(He or she) exhibits behavior which is disrespectful of the rights of others with intent. (He or she) may retaliate physically or non physically by hitting others, throwing temper tantrums, or even defiancing for the sake of defiance. Some other behavioral examples are deliberate loud noise making to distract class, shoving in lines, sharpening pencil and sticking others or destruction of property-(his or her)own or others.

Most of the time	Some of the time	Half of the time	Seldom	Almost never

6. WITHDRAWAL

(He or she) appears to daydream a great deal and often looks out of window; lies with head on desk; stares aimlessly about the room or at nothing. (He or she) rarely plays with others and stands alone or quietly refuses (usually by avoidance) to get involved with others in class.

Most of the time	Some of the time	Half of the time	Seldom	Almost never

NAME____

SEX: Boy___ Girl___ ETHNIC BACKGROUND: Black___ Spanish-Speaking___ White___

NAME OF VOLUNTEER WITH WHOM WORKING______________________________

HOW I SEE MYSELF

DIRECTIONS: These questions are all about you. They are to learn how you see yourself most of the time. There are no right or wrong answers. I want you to think of how you are most of the time. . .not how you think you ought to be. . .not how you want to be or your parents or friends want you to be. Read both sides of the question. Circle the way that you feel most of the time.

1.	Nothing gets me too mad.	1	2	3	4	5	I get mad easily.
2.	I don't stay with things and finish them.	1	2	3	4	5	I stick with something until I finish.
3.	I am very good at drawing.	1	2	3	4	5	I am not much good at drawing.
4.	I don't like to work on committees.	1	2	3	4	5	I like to work with others.
5.	I wish I were taller or shorter.	1	2	3	4	5	I am just the right height.
6.	I worry a lot.	1	2	3	4	5	I don't worry much.
	I wish I could do something with my hair.	1	2	3	4	5	My hair is nice looking.
8.	Teachers like me.	1	2	3	4	5	Teachers don't like me.
9.	I have lots of energy.	1	2	3	4	5	I haven't much energy.
10.	I don't play games well.	1	2	3	4	5	I play games very well.
11.	I'm just the right weight.	1	2	3	4	5	I wish I were lighter or heavier.
12.	The girls don't like me, they leave me out.	1	2	3	4	5	The girls like me a lot, they choose me.
13.	I'm very good at speaking before a group.	1	2	3	4	5	I'm not much good at speaking before a group.
14.	My face is pretty (good looking).	1	2	3	4	5	I wish I were prettier (good looking).
15.	I'm very good in music.	1	2	3	4	5	I'm not much good in music.
16.	I get along good with teachers	1	2	3	4	5	I don't get along with teachers.
	I don't like teachers.	1	2	3	4	5	I like teachers very much.
1	I don't feel at ease, comfortable inside.	1	2	3	4	5	I feel very at ease, comfortable inside.

APPENDIX B

Item 38

Pre-/Post-Test Scores of Participants on Carkhuff's Facilitative Index

(10.2.1)

Averaged Score	Counselors (16)	Steering Comm.(3)	Listeners (41)	
			Before Training	Training and 1 mo.
4.5				
4.4				
4.3				
4.2		1		1
4.1				3
4.0				2
3.9				2
3.8				3
3.7				6
3.6				6
3.5	2		4	3
3.4	4		1	5
3.3	3	1	1	2
3.2	1		1	4
3.1	3		5	2
3.0			6	1
2.9	2		2	1
2.8			2	
2.7			2	
2.6		1	2	
2.5			4	
2.4			3	
2.3			1	
2.2	1		3	
2.1			2	
2.0			2	

PLEASE RETURN TO Nancy Cooper, School Volunteer Program via U. S. Mail or School Mail A-1

LISTEN-TO-CHILDREN PROGRAM
ATTITUDE QUESTIONNAIRE

POSITION: (check one)

		4	Other
32	Listener	2	School Administrator
10	Counselor	11	Teacher

DIRECTIONS: Read each statement and decide how you feel about it. Then circle the number which most nearly corresponds to your feelings. Finally identify some specific reasons for your ratings in the section marked "because".

TRAINING COMPONENTS:

	Strongly Disagree 1	2	3	4	Strongly Agree 5	Omitted
1. The 4-hour pre-service training sessions are a valuable part of the training program.	1		8	9	[✓ 5*] 35	6
2. The monthly feedback sessions are a valuable part of the training program.	1	2	5	8	[✓ 5] 33	10
3. The school-level orientation by the counselor and/or school administrators is a valuable part of the training program.			6	16	[✓ 5] 26	11

SCHOOL-LEVEL CONSIDERATIONS:

	1	2	3	4	5	Omitted
✓ 4. The listeners are regarded by the faculty as a contributing member of the total school team.	1	4	11	7	[✓ 5] 20	6

*Circles indicated number most often selected

	Strongly Disagree 1	2	3	4	Strongly Agree 5	Omitt
5. The listeners are regarded by the administrators of the school as a contributing member of the total school team.	1	2	3	4	[✓ 5]	
		2	12	11	26	8
6. The facilities at the school are adequate for the needs of the listeners.	1	2	3	4	[✓ 5]	
	10	7	9	10	19	4

THE ROLE OF THE LISTENER:

7. The listeners helped meet a definite need in the schools.	1	2	3	4	[✓ 5]	
			2	7	46	4
8. The listeners were able to establish a satisfactory relationship with the students.	1	2	3	4	[✓ 5]	
			4	13	36	6
9. The listeners affected the behavior of the students in a positive manner.	1	2	3	4	[✓ 5]	
		2	6	10	24	17

What changes would you suggest for improving the program? (Write answer on back)

What suggestions would you make for motivating others to participate as listeners? (Write answer on back)

Appendix B Item: 39 (10.2.3)

PLEASE RETURN TO Nancy Cooper, School Volunteer Program via U. S. Mail or School Mail A-1

LISTEN-TO-CHILDREN PROGRAM
ATTITUDE QUESTIONNAIRE

POSITION: (check one)

32 Listener

10 Counselor

4 Other

2 School Administrator

11 Teacher

DIRECTIONS: Read each statement and decide how you feel about it. Then circle the number which most nearly corresponds to your feelings. Finally identify some specific reasons for your ratings in the section marked "because".

TRAINING COMPONENTS:

1. The 4-hour pre-service training sessions are a valuable part of the training program.

	1 Strongly Disagree	2	3	4	5 Strongly Agree	omitted
Administrators				1	1	
Counselors			3	3	4	
Teachers			1	1	3	6
Listeners	1		2	3	26	
Other			2	1	1	

2. The monthly feedback sessions are a valuable part of the training program.

	1	2	3	4	5	
A				1	1	
C	1	1	1	1	3	3
T			1	1	2	7
L		1	3	5	23	
O						

3. The school-level orientation by the counselor and/or school administrators is a valuable part of the training program.

	1	2	3	4	5	
A				1	1	
C				5	5	
T			1	2	1	7
L			5	7	17	3
O						

SCHOOL-LEVEL CONSIDERATIONS:

✓ 4. The listeners are regarded by the faculty as a contributing member of the total school team.

	1	2	3	4	5
A				1	1
C		3	4	1	3
T					
L	1	1	6	4	14
O			1	1	2

Listen-To-Children Program
Attitude Questionnaire
Page 2

5. The listeners are regarded by the administrators of the school as a contributing member of the total school team.

	Strongly Disagree 1	2	3	4	Strongly Agree 5	Omitted
A					2	
C		2	4	2	2	
T			3	2	4	2
L			4	7	15	6
O			1	1	1	1

6. The facilities at the school are adequate for the needs of the listeners.

	1	2	3	4	5	
A		1			1	
C		2	1	4	2	1
T	1		3	2	4	1
L	9	4	4	3	11	1
O			1	1	1	1

THE ROLE OF THE LISTENER:

7. The listeners helped meet a definite need in the schools.

	1	2	3	4	5	
A					2	
C				1	9	
T				3	8	
L			2	2	24	4
O				1	3	

8. The listeners were able to establish a satisfactory relationship with the students.

	1	2	3	4	5	
A					2	
C			1	3	6	
T			2	3	6	
L			1	7	20	4
O					2	2

9. The listeners affected the behavior of the students in a positive manner.

	1	2	3	4	5	
A					2	
C		2	1	1	4	2
T			1	3	5	2
L			4	6	11	11
O					2	2

What changes would you suggest for improving the program? (Write answer on back)

What suggestions would you make for motivating others to participate as listeners? (Write answer on back)

APPENDIX B

Item 41

(10.2.4)

ANALYSIS. OF RELIABILITY FOR RESPONSE SCALES OF THE F.A.C.T.

TABLE A

A RELIABILITY ANALYSIS WHEN ONE ITEM CONSTITUTES ONE SCALE AS RECORDED BY THREE RECORDERS IN THREE SITUATIONS FOR EIGHTEEN SUBJECTS

SOURCE OF VARIATION	D.F.	SOCIAL		AGGRESSION		WITHDRAWAL		UNRELATED TASK		TASK ORIENTED		SOCIAL WK. ORIENT.	
		Obt. Mn. Sq.	Est. Mn. Sq.	Obt. Mn. Sq.	Est. Mn. Sq.	Obt. Mn. Sq.	Est. Mn. Sq.	Obt. Mn. Sq.	Est. Mn. Sq.	Obt. Mn. Sq.	Est. Mn. Sq.	Obt. Mn. Sq.	Est. Mn. Sq.
Subject	17	39.554	4.105	50.065	5.403	177.088	21.335	312.944	34.412	458.957	50.223	94.178	9.913
Recorder	2	1.530	-.019	4.389	.055	30.130	.427	.463	-.051	54.500	.891	.969	-.074
Situation	2	53.154	.493	64.241	.261	21.241	1.691	1.556	-1.321	187.555	-1.945	8.265	-1.538
C × R	34	2.613	.361	1.435	.163	7.064	.512	3.234	-.632	6.458	.325	4.982	.102
C × S	34	22.599	7.023	49.375	16.310	96.783	30.418	103.758	32.876	296.954	97.173	82.122	25.315
R × S	4	5.408	.220	1.213	.015	10.231	.261	1.241	-.216	1.055	.243	13.849	.510
Residual		1.530	1.530	.945	.945	5.529	5.529	5.130	5.130	5.435	5.435	4.676	4.576
Total		1765.086		2801.999				9315.606		18,974.491		4954.695	
Reliability			.93		.94		.96		.98		.98		.95

APPENDIX B

Item 42

(10.2.5)

TABLE 30

Correlations Between How I See Myself Scores and Observed Classroom Behavior, BSCS Special Materials Students (N = 101)

How I See Myself	$\overline{X}$ Item Score[1]	With-it	Not-with-it	Friendly
1. Teacher	3.75	-.04	.09	-.09
2. Appearance	3.18	.15*	-.13*	.09
3. Science-Biology	3.16	.14*	-.08	-.17*
4. Body-Build	3.18	.16*	-.13*	-.11*
5. Academic Achievement	3.05	.19*	-.13*	-.15*
6. With-it	22.5		-.88**	-.46**
7. Not-with-it	5.4			-.03
8. Friendly-Peer	2.1			

*p = .05, r = .10, one-tailed test

**p = .05, r = .195, two-tailed test

[1] Factor scores were converted to standard scores. These are item, not factor, means on 5-point scale.

APPENDIX B

Item 43

Percentage of Agreement Against Standard for the Two Groups of Observers (10.2.1)

Pre-Treatment Observers		
Child Obs.	Obs. # & Initials	% of Agree.
I	1 (SR)	63
	2 (DD)	63
	3 (NK)	63
	4 (DS)	84
	5 (PB)	89
	6 (CK)	89
II	7 (LS)	68
	8 (SB)	73
	9 (RB)	99
	10 (SW)	84
	11 (LG)	89
III	12 (BJ)	99
	13 (NK)	99
	14 (LY)	89
	15 (RD)	99
IV	16 (RR)	83
	17 (EA)	99
	18 (DV)	99
V	19 (AG)	81
	20 (SV)	83

Mid-/Post-Treatment Observers		
Child Obs.	Obs. # & Initials	% of Agree.
I	1 (PD)	96
	2 (NC)	88
	3 (CH)	91
	4 (CM)	91
	5 (AR)	93
II	6 (DC)	98
	7 (MG)	99
	8 (SG)	97
	9 (BW)	96
	10 (KS)	96
III	11 (JJ)	92
	12 (TW)	99
	13 (ST)	83
	14 (QN)	90
	15 (JD)	97
IV	16 (NN)	98
	17 (WP)	98
	18 (PA)	98
	19 (PP)	91
	20 (AY)	95
V	21 (CW)	97
	22 (CT)	93
	23 (DD)	98
	24 (VE)	95
	25 (MK)	96

APPENDIX B

Item 44

Analysis of Mann Whitney U Test

(10.2.2)

THE MANN-WHITNEY *U* TEST*

Function

When at least ordinal measurement has been achieved, the Mann-Whitney *U* test may be used to test whether two independent groups have been drawn from the same population. This is one of the most powerful of the nonparametric tests, and it is a most useful alternative to the parametric *t* test when the researcher wishes to avoid the *t* test's assumptions, or when the measurement in the research is weaker than interval scaling.

Suppose we have samples from two populations, population *A* and population *B*. The null hypothesis is that *A* and *B* have the same distribution. The alternative hypothesis, H_1, against which we test H_0, is that *A* is stochastically larger than *B*, a directional hypothesis. We may accept H_1 if the probability that a score from *A* is larger than a score from *B* is greater than one-half. That is, if *a* is one observation from population *A*, and *b* is one observation from population *B*, then H_1 is that $p(a > b) > \frac{1}{2}$. If the evidence supports H_1, this implies that the "bulk" of population *A* is higher than the bulk of population *B*.

Of course, we might predict instead that *B* is stochastically larger than *A*. Then H_1 would be that $p(a > b) < \frac{1}{2}$. Confirmation of this assertion would imply that the bulk of *B* is higher than the bulk of *A*.

For a two-tailed test, i.e., for a prediction of differences which does not state direction, H_1 would be that $p(a > b) \neq \frac{1}{2}$.

Method

Let n_1 = the number of cases in the smaller of two independent groups and n_2 = the number of cases in the larger. To apply the *U* test, we first combine the observations or scores from both groups, and rank these in order of increasing size. In this ranking, algebraic size is considered, i.e., the lowest ranks are assigned to the largest negative numbers, if any.

Now focus on one of the groups, say the group with n_1 cases. The value of *U* (the statistic used in this test) is given by the number of times that a score in the group with n_2 cases precedes a score in the group with n_1 cases in the ranking.

For example, suppose we had an experimental group of 3 cases and a control group of 4 cases. Here $n_1 = 3$ and $n_2 = 4$. Suppose these were the scores:

---

*As described by S. Siegel in Non-parametric statistics New York: McGraw Hill, 1956.

E scores	9	11	15	
C scores	6	8	10	13

To find U, we first rank these scores in order of increasing size, being careful to retain each score's identity as either an E or C score:

6	8	9	10	11	13	15
C	*C*	*E*	*C*	*E*	*C*	*E*

Now consider the control group, and count the number of E scores that precede each score in the control group. For the C score of 6, no E score precedes. This is also true for the C score of 8. For the next C score (10), one E score precedes. And for the final C score (13), two E scores precede. Thus $U = 0 + 0 + 1 + 2 = 3$. The number of times that an E score precedes a C score is $3 = U$.

The sampling distribution of U under H_0 is known, and with this knowledge we can determine the probability associated with the occurrence under H_0 of any U as extreme as an observed value of U.

Very small samples. When neither n_1 nor n_2 is larger than 8, Table J of the Appendix may be used to determine the exact probability associated with the occurrence under H_0 of any U as extreme as an observed value of U. The reader will observe that Table J is made up of six separate subtables, one for each value of n_2, from $n_2 = 3$ to $n_2 = 8$. To determine the probability under H_0 associated with his data, the researcher need know only n_1 (the size of the smaller group), n_2, and U. With this information he may read the value of p from the subtable appropriate to his value of n_2.

In our example, $n_1 = 3$, $n_2 = 4$, and $U = 3$. The subtable for $n_2 = 4$ in Table J shows that $U \leq 3$ has probability of occurrence under H_0 of $p = .200$.

The probabilities given in Table J are one-tailed. For a two-tailed test, the value of p given in the table should be doubled.

Now it may happen that the observed value of U is so large that it does not appear in the subtable for the observed value of n_2. Such a value arises when the researcher focuses on the "wrong" group in determining U. We shall call such a too-large value U'. For example, suppose that in the above case we had counted the number of C scores preceding each E score rather than counting the number of E scores preceding each C score. We would have found that $U = 2 + 3 + 4 = 9$. The subtable for $n_2 = 4$ does not go up to $U = 9$. We therefore denote our observed value as $U' = 9$. We can transform any U' to U by

$$U = n_1 n_2 - U' \qquad (6.6)^*$$

---

* $p(U \geq U') = p(U \leq n_1 n_2 - U')$.

In our example, by this transformation $U = (3)(4) - 9 = 3$. Of course this is the U we found directly when we counted the number of E scores preceding each C score.

Example for Very Small Samples

Solomon and Coles[1] studied whether rats would generalize learned imitation when placed under a new drive and in a new situation. Five rats were trained to imitate leader rats in a T maze. They were trained to follow the leaders when hungry, in order to attain a food incentive. Then the 5 rats were each transferred to a shock-avoidance situation, where imitation of leader rats would have enabled them to avoid electric shock. Their behavior in the shock-avoidance situation was compared to that of 4 controls who had had no previous training to follow leaders. The hypothesis was that the 5 rats who had already been trained to imitate would transfer this training to the new situation, and thus would reach the learning criterion in the shock-avoidance situation sooner than would the 4 control rats. The comparison is in terms of how many trials each rat took to reach a criterion of 10 correct responses in 10 trials.

i. *Null Hypothesis.* H_0: the number of trials to the criterion in the shock-avoidance situation is the same for rats previously trained to follow a leader to a food incentive as for rats not previously trained. H_1: rats previously trained to follow a leader to a food incentive will reach the criterion in the shock-avoidance situation in fewer trials than will rats not previously trained.

ii. *Statistical Test.* The Mann-Whitney U test is chosen because this study employs two independent samples, uses small samples, and uses measurement (number of trials to criterion as an index to speed of learning) which is probably at most in an ordinal scale.

iii. *Significance Level.* Let $\alpha = .05$. $n_1 = 4$ control rats, and $n_2 = 5$ experimental rats.

iv. *Sampling Distribution.* The probabilities associated with the occurrence under H_0 of values as small as an observed U for n_1, $n_2 \leq 8$ are given in Table J.

v. *Rejection Region.* Since H_1 states the direction of the predicted difference, the region of rejection is one-tailed. It consists of all values of U which are so small that the probability associated with their occurrence under H_0 is equal to or less than $\alpha = .05$.

vi. *Decision.* The number of trials to criterion required by the E

---

[1] Solomon, R. L., and Coles, M. R. 1954. A case of failure of generalization of imitation across drives and across situations. *J. Abnorm. Soc. Psychol.*, 49, 7-13. Only two of the groups studied by these investigators are included in this example.

and C rats were:

E rats	78	64	75	45	82
C rats	110	70	53	51	

We arrange these scores in the order of their size, retaining the identity of each:

45	51	53	64	70	75	78	82	110
E	*C*	*C*	*E*	*C*	*E*	*E*	*E*	*C*

We obtain U by counting the number of E scores preceding each C score: $U = 1 + 1 + 2 + 5 = 9$.

In Table J, we locate the subtable for $n_2 = 5$. We see that $U \leq 9$ when $n_1 = 4$ has a probability of occurrence under H_0 of $p = .452$. Our decision is that the data do not give evidence which justify rejecting H_0 at the previously set level of significance. The conclusion is that these data do not support the hypothesis that previous training to imitate will generalize across situations and across drives.[1]

n_2 between 9 and 20. If n_2 (the size of the larger of the two independent samples) is larger than 8, Table J may not be used. When n_2 is between 9 and 20, significance tests may be made with the Mann-Whitney test by using Table K of the Appendix which gives critical values of U for significance levels .001, .01, .025, and .05 for a one-tailed test. For a two-tailed test, the significance levels given are .002, .02, .05, and .10.

Notice that this set of tables gives critical values of U, and does not give exact probabilities (as does Table J). That is, if an observed U for a particular $n_1 \leq 20$ and n_2 between 9 and 20 is equal to or less than that value given in the table, H_0 may be rejected at the level of significance indicated at the head of that table.

For example, if $n_1 = 6$ and $n_2 = 13$, a U of 12 enables us to reject H_0 at $\alpha = .01$ for a one-tailed test, and to reject H_0 at $\alpha = .02$ for a two-tailed test.

Computing the value of U. For fairly large values of n_1 and n_2, the counting method of determining the value of U may be rather tedious. An alternative method, which gives identical results, is to assign the rank of 1 to the lowest score in the combined $(n_1 + n_2)$ group of scores, assign rank 2 to the next lowest score, etc. Then

---

[1] Solomon and Coles report the same conclusion. The statistical test which they utilized is not disclosed.

$$U = n_1 n_2 + \frac{n_1(n_1 + 1)}{2} - R_1 \tag{6.7a}$$

or, equivalently,

$$U = n_1 n_2 + \frac{n_2(n_2 + 1)}{2} - R_2 \tag{6.7b}$$

where R_1 = sum of the ranks assigned to group whose sample size is n_1

R_2 = sum of the ranks assigned to group whose sample size is n_2

For example, we might have used this method in finding the value of U for the data given in the example for small samples above. The E and C scores for that example are given again in Table 6.13, with their ranks.

TABLE 6.13. TRIALS TO CRITERION OF E AND C RATS

E Score	Rank	C Score	Rank
78	7	110	9
64	4	70	5
75	6	53	3
45	1	51	2
82	8		
	$R_2 = 26$		$R_1 = 19$

For those data, $R_1 = 19$ and $R_2 = 26$, and it will be remembered that $n_1 = 4$ and $n_2 = 5$. By applying formula (6.7b), we have

$$\begin{aligned} U &= \overset{20}{(4)(5)} + \frac{\overset{30\ \ 15}{5(\overset{6}{5} + 1)}}{2} - \underset{9}{\underline{\overset{45}{26}}} \\ &= 9 \end{aligned}$$

$U = 9$ is of course exactly the value we found earlier by counting.

Formulas (6.7a) and (6.7b) yield different U's. It is the smaller of these that we want. The larger value is U'. The investigator should check whether he has found U' rather than U by applying the transformation

$$U = n_1 n_2 - U' \tag{6.6}$$

The smaller of the two values, U, is the one whose sampling distribution is the basis for Table K. Although this value can be found by computing both formulas (6.7a) and (6.7b) and choosing the smaller of the two results, a simpler method is to use only one of those formulas and then find the other value by formula (6.6).

Large samples (n_2 *larger than 20*). Neither Table J nor Table K is usable when $n_2 > 20$. However, it has been shown (Mann and Whitney, 2 TAIL α = .002

TABLE K. TABLE OF CRITICAL VALUES OF U IN THE MANN-WHITNEY TEST*

Table K_1. Critical Values of U for a One-tailed Test at $\alpha = .001$ or for a Two-tailed Test at $\alpha = .002$

n_1 \ n_2	9	10	11	12	13	14	15	16	17	18	19	20
1												
2												
3									0	0	0	0
4		0	0	0	1	1	1	2	2	3	3	3
5	1	1	2	2	3	3	4	5	5	6	7	7
6	2	3	4	4	5	6	7	8	9	10	11	12
7	3	5	6	7	8	9	10	11	13	14	15	16
8	5	6	8	9	11	12	14	15	17	18	20	21
9	7	8	10	12	14	15	17	19	21	23	25	26
10	8	10	12	14	17	19	21	23	25	27	29	32
11	10	12	15	17	20	22	24	27	29	32	34	37
12	12	14	17	20	23	25	28	31	34	37	40	42
13	14	17	20	23	26	29	32	35	38	42	45	48
14	15	19	22	25	29	32	36	39	43	46	50	54
15	17	21	24	28	32	36	40	43	47	51	55	59
16	19	23	27	31	35	39	43	48	52	56	60	65
17	21	25	29	34	38	43	47	52	57	61	66	70
18	23	27	32	37	42	46	51	56	61	66	71	76
19	25	29	34	40	45	50	55	60	66	71	77	82
20	26	32	37	42	48	54	59	65	70	76	82	88

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* Adapted and abridged from Tables 1, 3, 5, and 7 of Auble, D. 1953. Extended tables for the Mann-Whitney statistic. *Bulletin of the Institute of Educational Research at Indiana University*, 1, No. 2, with the kind permission of the author and the publisher.

Summary of Survey Results on Products of the Program (11.1)

"Establishing a Volunteer Listener Program"

The competency based module was reviewed by the following and found to be acceptable in its prototype form:

1. Dr. Diane Baker, who has written numerous performance-based training modules and has served as consultant on performance-based modules to the Florida State Department of Education.

2. Mona Goldstein, Area-level Volunteer Specialist for the School Volunteer Program of Miami and newly-trained administrator of the Listener Program in the South Area of the Dade County Public Schools.

3. Lauren Swinney, school-level Resource Person for the School Volunteer Program of Miami and experienced curriculum writer and adult education teacher.

The Listener Program Handbook was reviewed by the following and found to be acceptable in its prototype form:

1. Ann Cordray, Executive Director of the Mental Health Association of Dade County.

2. Norm Golin, elementary counselor and advisor to the Listener Program.

3. Karen Summers, former Youth Services Committee Chairman of the Mental Health Association and volunteer Listener.

4. Miriam Sager, Volunteer Specialist with the School Volunteer Program of Miami and former school-level trainer of Listeners.

Phase IV – Replicating the Program

Target Deadline - December, 1974

Objective	Activity	Indicator
12. To provide information for prospective and/or interested school administrators of the program in a form compatible with contemporary CBTE (competency based teacher education)	12.1 Design prototype of module and its support materials	*12.1 Completed prototype of module
	12.2 Conduct evaluation	**12.2 Results of evaluation
	12.3 Revise module	*12.3 Revised module
	12.4 Make prototype available for publication and distribution	
13. To provide a handbook for school level personnel and volunteer listeners	13.1 Design prototype of handbook	*13.1 Completed prototype of handbook
	13.2 Conduct evaluation	**13.2 Results of evaluation
	13.3 Revise handbook	*13.3 Revised handbook
	13.4 Make prototype available for publication and distribution	
1 To facilitate use of this program by other school systems	14.1 Serve as consultant	*14.1 Record of communication activities
	14.2 Communicate particulars of the program to others through such sources as: a. mass-media b. educational media (publications, conventions, etc.) c. Community channels	*14.2 Samples of dissemination materials and/or record of activities

* See corresponding numbers on following pages for details and/or see accompanying material for sample copy.

** See Appendix B, Item 44 A.

Appendix B

Item 45

OVERVIEW OF MODULE
(12.3)

TITLE: Establishing a Volunteer Listener Program

TERMINAL OBJECTIVE: The participant will develop the competencies necessary to establish a volunteer Listener program.

COMPETENCY OUTCOME	MULTIPLE OPTION EXERCISES	PRACTICE APPLICATION
I. (Target Area-Philosophy) Can describe to the satisfaction of colleagues and/or Resource Person, at least 5 reasons why a volunteer Listener program might be of value to his/her own situation.	I.1 Read Study Sheet #1. I.2 Select additional reading from Study Sheet #2. I.3 View one of 2 video tapes on "The Listener Program" or read transcripts on Study Sheet #3 and #4. I.4 Select a program from Study Sheet #5 and make a site visit.	I.a. Use Study Sheet #6 as a guide for interacting with others I.b. Obtain reaction to your completed Worksheet #1.
II. (Target Area-Need of Resources) Can identify the major needs/resources which would affect the establishing of a volunteer Listener in his/her own situation.	II.1 Read Study Sheet #7. II.2 Read Study Sheet #8. II.3 Select a program from Study Sheet #2 and make a site visit.	II.a. Complete Worksheet #2 at a meeting with key personnel. II.b. Obtain reaction to your guidelines.
III. (Target Area-Administration/Supervision) Can establish a set of guidelines for the administration of a volunteer Listener program which will be acceptable to the school and community personnel involved.	III.1 Read Study Sheet #9. III.2 Select additional reading from Study Sheet #10. III.3 Select a program from Study Sheet #5 and make a site visit. III.4 View one of 2 video tapes on "The Listener Program" or read transcripts on Study Sheet #3 and #4.	III.a. Complete Worksheet #3. III.b. Obtain approval of your guidelines.

OVERVIEW (continued)

COMPETENCY OUTCOME	MULTIPLE OPTION EXERCISES	PRACTICE APPLICATION
IV. (Target Area-Training) Can establish a set of guidelines for the training of volunteer Listeners and school personnel which will be acceptable to the school and community personnel involved.	IV.1 Read Study Sheet #11. IV.2 Select a program from Study Sheet #5 and make a site visit. IV.3 View the 4 training films prepared by the School Volunteer Program of Miami or read the audio transcripts on Study Sheet #12. IV.4 Select additional reading from Study Sheet #2.	IV.a Complete Worksheet #4. IV.b Obtain approval of your guidelines.
V. (Target Area-Evaluation) Can establish a set of guidelines for the evaluation of the volunteer Listener program which will be acceptable to the school and community personnel involved.	V.1 Read Study Sheet #13. V.2 Select additional reading from Study Sheet #2. V.3 Select a program from Study Sheet #5 and make a site visit. V.4 Compare sample instruments on Study Sheets #14 to #20.	V.a Complete Worksheet #5 at a meeting with others. V.b Obtain approval of your guidelines.

APPENDIX B

Item 46

Contents of The Listener Program Handbook (13.3)

- I. General Information (Get Ready)
  - A. Developing a Philosophy
    - 1. Capsule History
    - 2. Why Listen to Children
    - 3. Listener Program Prospectus
    - 4. Roles of Sponsors of the Listener Program
    - 5. The Role of the Listener (Transcript of film)
    - 6. Training Session Agenda
    - 7. Feedback Focus
    - 8. Summary of Listen-to-Children Attitude Questionnaire
  - B. Being Part of a School Volunteer Program
    - 1. In the Beginning . . .
    - 2. SVP Communication Network
    - 3. Names and Numbers You Need to Know
    - 4. How to Keep Communication Lines Open
    - 5. Earn College Credit for Your Volunteer Services
    - 6. Map of Dade County Public Schools
    - 7. Current School Calendar
  - C. Being Part of the Mental Health Association
    - 1. An Overview of the Program
    - 2. Membership Form
- II. Basic Information for Counselors
  - A. On planning
    - 1. Guidelines for Selecting Sites for the Listener Program
    - 2. Job Description for a Counselor in the Listener Program
    - 3. Recruitment Materials
      - 3.1 Recruitment Methods
      - 3.2 Recruitment Flyer (English/Spanish)
      - 3.3 Recruitment Flyer
  - B. On implementing
    - 1. How to Orient Your Volunteer Listener
    - 2. How to Orient Your Parents
      - 5.1 Sample Letter to Parents of Elementary Students
      - 5.2 Sample Letter to Parents of Secondary Students
    - 3. How to Create Better Understanding between Volunteers and School Staff
    - 4. Sample Coaching Conference Agenda
    - 5. How to Retain Volunteers
    - 6. How to Express Appreciation to Volunteers
    - 7. Volunteer Viewpoint
- III. Basic Information for Volunteer Listeners
  - A. Building a firm foundation
    - 1. The Listener Job Description
    - 2. School Volunteer Program Application Form - English
    - 3. School Volunteer Program Application Form - Spanish

Contents of The Listener Program Handbook (cont.)

    4. Expectations - Compare Yours with Others
    5. Knowing Yourself Better
        5.1 Life Style Indicator
        5.2 How Cross Cultural Differences Can Affect Your Role as a Listener (Transcript of film)
        5.3 The Carkhuff Facilitative Index
        5.4 What Would You Do?

B. Becoming a Better Listener
    1. Working with People
    2. Is Help Helpful?
    3. The Phases of Helping
    4. How Far Does a Relationship Go?
    5. It's What You Say That Counts
    6. How to Build 1:1 Relationships
    7. How to Listen to Children, Part 1 (Transcript of film)
    8. How to Listen to Children, Part 2 (Transcript of film)
    9. Activities Which Promote Communication

IV. Bibliography and Other Resources

APPENDIX B Item 47: Sample Dissemination Material (14.2.1)

LISTEN! LISTEN!

Nancy B. Cooper
Volunteer Specialist
School Volunteer Program of Miami

"Nobody ever listens to me!" How many times have you heard that old, but often true lament? Students in the Dade County Public Schools are saying it less and less due to a unique program developed jointly by The Miami School Volunteer Program, and the Mental Health Association. Together these organizations recruit, train and monitor the activities of more than 100 volunteer Listeners. The basic purpose of the program is to lessen anxiety in young people by providing a trained volunteer and an atmosphere, for approximately thirty minutes per week, which will encourage the development of a relationship between that student and the adult friend. It is non-crisis oriented and definitely developmental.

Five hours of pre-service orientation are provided by both Mental Health Association professionals and trainers from the School Volunteer Program. During the first session potential Listeners are exposed to the history, development and underlying philosophy of the program and are introduced to techniques of effective listening. Between the first and second pre-service sessions the volunteers visit their assigned schools and meet the counselors under whose direction they will work. The second orientation session explores team relations, cultural differences and the characteristics unique to elementary and secondary level listening.

In order to maintain a cohesive and unified approach to the relationship, all supervising counselors participate in the orientation sessions prior to their use of Listeners.

School level training continues each week as the Listeners meet with their counselors for a brief Coaching Conference to exchange views, discuss problems and record progress. In addition, monthly Feedback Sessions are lead by volunteer Mental Health professionals. Here Listeners share feelings, frustrations, joys and experiences.

Although the general guidelines of the program are established by the parent organizations, each school is encouraged to adapt the program to meet its own needs and to respond to its own community. Generally speaking, students for the program are referred to the counselors by teachers or are selected by the counselors themselves. There is no "typical" student. Some are overly shy, slightly aggressive or have recently been through a death, divorce or other emotionally trying experience. Just as there are no typical students, there are no typical listeners. They really represent a cross section of the community. Men and women, high school students and senior citizens, housewives and college professors, all have been able to relate to their particular student in their own unique and special way.

It seems hard to believe that so much can happen to individuals who spend short periods of time together. Some attribute the program's success to the non-threatening environment, the one-to-one relationship, or the sensitivity of the volunteers. Whatever the cause, the Listener program is alive and well and producing positive results in Dade County, Florida.

APPENDIX B

Item 48

Excerpt from Florida School Volunteer Programs Directory (14.2.2)

Official Name of School Volunteer Program: The Miami School Volunteer Program

Business Address: 1410 N.E. Second Avenue, (Street) Miami, Florida (City) 33132 (Zip Code)

Business Telephone: (305) (Area Code) 371-2491 (Number)

Name of Program Director: Dr. Audrey Jackson

Position Title: Coordinator of Volunteer Services

Name of School District: Dade County

Number of Students in District: 244,565

Number of Volunteers: 12,000

Total Amount Budgeted SVP Funds: $140,000

Source(s) of Funding: State and Local

Major Aspects of the Program are: (briefly describe) Volunteers from three components (students, community and Business/Industry) are channeled into 239 elementary, junior high and senior high schools in nineteen different job categories.

Please check the areas below in which you have staff members willing to serve as consultants to other districts:

X Organization of School Volunteer Programs
X Administration of School Volunteer Programs
X School Volunteer Executive Boards and/or Advisory Councils
X Recruitment - School Volunteers
X Orientation - School Personnel
X Training - School Volunteers
X Training - School Personnel
X Placement or Assignment of Volunteers
X Retention of School Volunteers
X Recognition of School Volunteers
X Training of Trainers
X School Volunteer Promotion and Publicity
X Interviewing School Volunteers
X Budgets and Financing School Volunteer Programs
X Evaluating School Volunteer Programs
X School Volunteer Services: i.e., reading, enrichment, library, etc. Please list six of your successful School Volunteer Services

1. Listeners Programs
2. Advisory Board
3. Weekly Television Program
4. Training Modules for all levels
5. Training of School Level Leaders
6. Cooperation with community groups: Chamber of Commerce Junior League

List of written materials which are available upon request:

Title/Description	Price
1. See attached	
2.	
3.	
4.	
5.	

By SARAH [illegible]
Herald Staff Writer

Shy children, frightened children, aggressive children, angry children — beginning in January, there'll be 23 adults in six south central area schools to listen to their problems.

The adults are part of a new program appropriately called Listen to Children. Sponsored jointly by the Mental Health Association of Dade County (MHA) and the Dade School Volunteer Program, it is an experiment in human relations.

Listeners, working half days with four children each, will supplement existing guidance counseling programs in Shenandoah, Coconut Grove, Sunset, Coral Gables and Tucker elementary schools.

AT DAVID Fairchild Elementary, 22 tutors will perform a similar function.

It's a low-key program. The listeners are to do just that. They won't offer advice. They won't condemn. Hopefully, they will become trusted friends.

"They are not trained for crisis situations," says Nancy Cooper, volunteer program specialist for the south central school area. "Their function is to lessen anxiety."

"Say a kid has had a disagreement with another kid, a confrontation with the teacher; maybe he has an adjustment problem," says guidance counselor Norman Golin. "He's got to let off steam at somebody."

Cooper
. . . no crises

Golin
. . . let off steam

Worktime Divided

GOLIN, who is one of 53 Dade elementary counselors hired this year by the state in an experimental extension of counseling into elementary schools, divides his worktime between Sunset and Coconut Grove schools.

"There [illegible] two schools," he says. [illegible] week, [illegible] many kids who have problems."

Caplan
. . . feedback

That's why, he says, guidance counselors in the south central district are welcoming Listen to Children.

Referred to the listeners by school counselors on a selective basis, no child will have just one session, Golin says. "The important thing is for a relationship to develop between the two of them. For that to happen, they must see each other on a continuing basis."

ONCE A relationship has been formed, he hopes, talking out his problems may help a child to see alternative solutions, may help him express feelings he has kept locked inside himself.

During the pilot program, which will end in March, listeners will meet once a month with psychiatrists, psychologists and social workers to discuss techniques, attitudes and specific problems.

Volunteer participants have already undergone an initial four-hour training session conducted by Dr. [illegible], director of the Community [illegible] Center; [illegible] Dr. [illegible] Dunn, professor of counseling psychology at [illegible]

Cor[illegible]
. . . sourc[illegible]

MHA [illegible] and [illegible] [illegible]

Tutors at David [illegible] which not [illegible] program, [illegible] resource, Pat [illegible]

Listening To Problems

"TUTORS [illegible] teaching, but in [illegible] they'll find they've [illegible] to [illegible] child's problems."

[illegible] Sunset Elementary [illegible] a tutor at David Fair[illegible] coordinator of volunteer services for MHA.

[illegible] who [illegible] Grove, are [illegible] teer listeners, [illegible] ers, white, [illegible] of the majority [illegible] volunteers; [illegible] and a former [illegible] black woman [illegible]

APPENDIX B
Item 50

Fifteen Minute T.V. Script (14.2.4)

VIDEO	AUDIO
P_ _ CREDITS - Standard	
pen on close-up of button in beginning of film "V" (Hold for 30 seconds)	Soundtrack of film "V"
rop Card #1: (Super) Graphics VOLUNTEERS IN-SIGHT issolve	
ide #1: Listener with child (view 1)	Listen . . . Listen . . . Listen . . . (Echo) Silver Bluff . . . Kensington Park . . . Bethune . . . Key Biscayne . . . West Lab . . . Phyllis Wheatley . . .
ide #2: Listener with Child (view 2)	Listen . . . Listen . . . Listen . . . (Echo) Shenandoah Elementary . . . Sunset . . . Carver Elementary . . . Riverside . . . Coral Gables Elementary . . . Coconut Grove . . . Tucker . . .
ide #3: Listener with child (view 3)	Listen . . . Listen . . . Listen . . . (Echo) Myrtle Grove . . . Palm Springs North . . . Brentwood . . .
ide #4: Listener with Child (view 4)	Listen . . . Listen . . . Listen . . . (Echo) Coral Reef . . . Howard Drive . . . [illegible] . . . Palmetto . . . Colonial Drive . . . R. R. Moton . . . Listen . . . Listen . . . Listen . . . (Echo)
rop Card #2: The Listener Program Di lve to Nancy in Set)	Listen . . . That's just exactly what volunteers have been trained to do in each of those previously mentioned Dade County Schools . . . And these Listeners are the volunteers who will be in sight today as the School Volunteer Program Spotlights the "Listener" Program.
ncy talking to camera	Hello, my name is Nancy Cooper. I am the Volunteer Specialist assigned to the South Central Area. My involvement in the Listener program began about a year and a half ago during a

	discussion with [illegible], Executive Director of the Dade Mental Health Association. Through several different channels she had learned that there was a specific group of elementary children who could profit from some special attention. The Mental Health Association also had a group of volunteers who were ready and willing to be trained to give that needed attention. Working together with a group of elementary counselors from the South Central Area, we were able to define the role of the Listener and also to design a training program for them.
cy holds up SVP Handbook and eads from Listener Job escription ut to slides)	The official job description can now be found in the SVP Leader's Handbook which is on file at your school. It lists as the main duties: 1 . . .7. In other words the Listener works on building communications with a student whom the counselor has identified as needing that particular kind of special attention. The program is not crisis oriented and is in a large part developmental. Perhaps a new addition to a family has caused a student to feel uncomfortable or over anxious and the Listener is there to help the student communicate and deal with his feelings. (Cue to slides) All this talk about the role of the Listener can be very helpful, but I think seeing some Listeners at work would be even better.
ide #5: Listener, teacher and student	Here is Jo Shappee, a Listener at Sunset School, greeting one of her assigned students, Donald Giliso, as the School Volunteer Resource Person, Alfreido Taft, looks on.
ide #6: Listener with students	At another school, Phyllis Wheatley Elementary, Jarnell Whigham is busy listening to two students. Each listener spends from 20 - 30 minutes per week with each of his 4 - 6 assigned students. Some listeners work on a one to one basis, while others, like Jarnell, find it more

	suitable working with small groups.
Slide #7: Listener and student tside	The listening activity is by no means confined to the counselor's room, or guidance center. Often the library, resource room or even the great out of doors offer suitabl stimulus to the communication process.
Slide #8: Listeners & counselor	As you have already heard, the elementary counselor is an integral part of the Listener Program. Here, Shirley Williams, a counselor is demonstrating the use of a resourc kit to the listener during their weekly coaching session. This coaching session is one of three components of the on-going training. At this time the listeners are brough up to date on happenings in the school since their last meeting. Also at this time the counselor answers specific questions relating to each listener's situation. Listeners are also encouraged to interact with and help each other.
ide #9: Listeners during training	In addition to this weekly coaching session, each listener participates in a four hour pre-service training program. Input is provided by both the School Volunteer Program and the Mental Health Association. These typical Listener trainees are working an exercise from the training booklet "Building One To One Relations".
ide #10: Dr. Metcalf talking to Listeners ssolves to Nancy in set)	The third component of the training program involves a monthly feedback session with professionals from the Mental Health Association. During these meetings the Listeners have a chance to ask questions and explore ideas with practicing psychologists. In this picture you can see Dr. Elizabeth Metcalf, President of the Mental Health Association, working with a group of listeners at a feedback session.

lose-up of Nancy in set (Pan to Norm Golin)	Now that you have had a brief overview of the program, its about time you heard directly from some of the participants (Cue to pan to other participants) I'll ask each of my guests to introduce himself.
orm talking to camera (Pan to Karen Summers)	My name is Norm Golin. I'm the elementary counselor assigned to both Carver and Sunset Elementary Schools. This is my second semester with the Listeners Program.
aren talking to camera (Dolly back to include all 3 participants)	My name is Karen Summers and this is my first semester as a Listener. I have been assigned to Brentwood Elementary where I work under the direction of Charlene Lovelass who is the elementary counselor there.
ancy talking to pair (Dolly in on Nancy)	1. Karen, how did you happen to get involved in the Liste Program? 2. Norm, you've been involved for two semesters now, what's really in it for: the students? for the school? for the listener? 3. Karen, why don't you describe a typical day in the life of a listener? (Optional) 4. What parts of the program have been most meaningful to you so far? (Cue to dolly in on Nancy) You both seem very enthusiastic about your roles in the Listener Program.
lose-up of Nancy	Because such enthusiasm is contagious, I'm sure many other schools will be exploring the idea of joining the growing list of participants in the Listener Program. If you have any questions or if you want more information, please talk to the School Volunteer Resource Person in your school or

call the School Volunteer Program central office .

(CUE TO STANDARD CLOSING)

Next week the Volunteer's In-Sight will be our senior citizen volunteers and the RSVP program. Until then, goodbye and happy volunteering.

(Cue to standard closing)

Standard Closing

Item 51
(14.2.5)

AUDIO

	STANDARD OPENING
CLOSE UP OF NANCY IN SET	"NOBODY EVER LISTENS TO ME!" HOW MANY TIMES HAVE YOU HEARD THAT SAD LAMENT. WELL, SOME OF THE STUDENTS IN THE DADE COUNTY PUBLIC SCHOOLS ARE HEARING IT LESS AND LESS BECAUSE OF A VERY SPECIAL PROGRAM WHICH CONCENTRATES ON LISTENING TO CHILDREN. MY NAME IS NANCY COOPER AND I AM A VOLUNTEER SPECIALIST WITH THE SCHOOL VOLUNTEER PROGRAM OF MIAMI. TODAY ON VOLUNTEERS IN'SIGHT WE WILL BE SPOTLIGHTING THE LISTENER PROGRAM. IT ALL BEGAN WHEN I WAS EXPLORING MUTUAL CONCERNS WITH ANN CORDRAY, EXECUTIVE DIRECTOR OF THE MENTAL HEALTH ASSOCIATION OF DADE COUNTY. THROUGH SEVERAL DIFFERENT CHANNELS SHE HAD LEARNED THAT THERE WERE SOME VERY SPECIAL ELEMENTARY STUDENTS WHO COULD PROFIT FROM SOME SPECIAL ATTENTION FROM SOME SPECIAL ADULTS. THE MENTAL HEALTH ASSOCIATION HAD A GROUP OF VOLUNTEERS WHO WERE READY AND WILLING TO BE TRAINED TO GIVE THAT NEEDED ATTENTION. WORKING WITH A GROUP OF ELEMENTARY COUNSELORS, WE WERE ABLE TO DEFINE THE ROLE OF THE LISTENER AND ALSO TO DESIGN A TRAINING PROGR (CUE TO DOLLY BACK)
(DOLLY BACK TO INCLUDE GUESTS)	WITH ME TODAY ARE SOME OF THOSE ORIGINAL COUNSELORS AND SOME WHO HAVE SINCE JOINED THE PROGRAM. (CUE TO PAN TO GUESTS) I WILL LET EACH OF MY GUESTS INTRODUCE HERSELF.
NANCY AND 4 GUESTS IN SET	MY NAME IS BARBARA REKER AND . . . MY NAME IS ROSEMARY PERKINS AND . . . MY NAME IS BARBARA WOLPE AND . . . MY NAME IS CAROL TONER AND . . .
	NANCY INTERVIEWS GUESTS. 1. BARBARA, YOU WERE ONE OF THE ORIGINAL COUNSELORS WHO HELPED SHAPE THE PROGRAM. WHAT KIND OF STUDENTS DID YOU

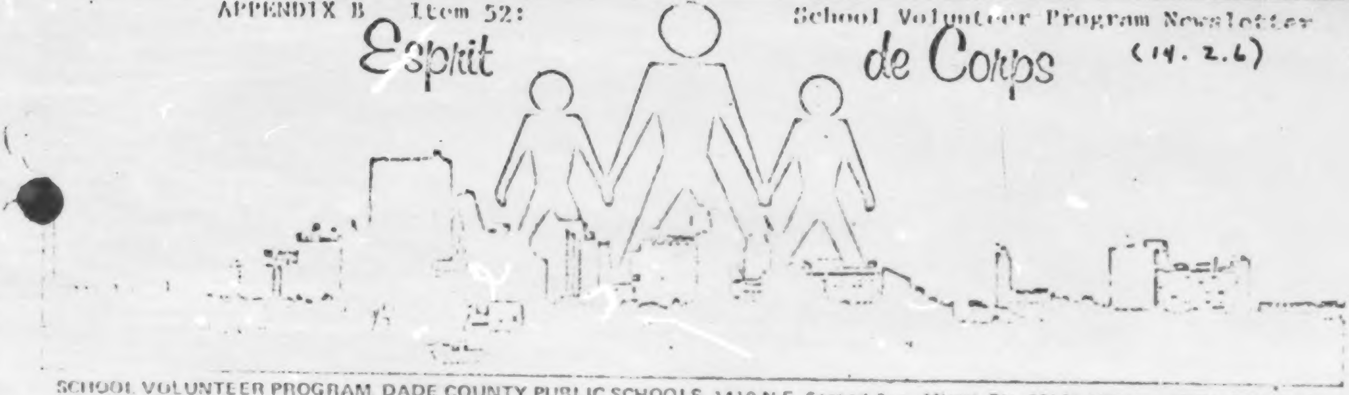
	IN MIND? 2. CAROL, ARE THE NEEDS OF SECONDARY STUDENTS SIMILAR?
CLOSE UP OF NANCY	3. HOW DO YOU SELECT CHILDREN TO BE IN THE PROGRAM? a. OWN KNOWLEDGE. b. TEACHER RECOMMENDATION. c. SELF RECOMMENDATION. 4. ASIDE FROM SELECTING THE STUDENTS, WHAT ROLE DOES A COUNSELOR PLAY? a. ORIENTS SCHOOL FACULTY. b. SUPERVISES LISTENERS. c. PROVIDES DIRECTION AND INSIGHT. d. CONDUCTS COACHING CONFERENCE. e. HELPS WITH EVALUATION. f. RECRUITS NEW LISTENERS. 5. HOW HAS THE PROGRAM BEEN RECEIVED BY: a. YOUR FACULTY. b. YOUR PARENTS/COMMUNITY. c. THE STUDENTS. 6. WHAT HAS IT ACCOMPLISHED? (CUE TO GO TO CLOSE UP OF NANCY) THANK YOU ALL FOR SHARING YOUR ENTHUSIASM.
	NOW THAT YOU HAVE HEARD ABOUT THE PHILOSOPHY FROM THE COUNSELORS, I'D LIKE YOU TO SEE A SAMPLE OF SOME OF THE TRAINING WHICH BRINGS THE COUNSELORS AND THE LISTENERS TOGETHER FOR THE FIRST TIME. (CUE TO GO TO END OF SEGMENT) LET'S WATCH A SIMULATION OF SOME OF THOSE ACTIVITIES.
2 [illegible]UPS OF 4 EACH AT 2 DIFFERENT TAB[illegible]. NANCY STANDING BETWEEN.	FOR OUR NEXT ACTIVITY, I'D LIKE YOU, WITHIN THE NEXT FIVE MINUTES, TO BUILD THE HIGHEST FREE STANDING STRUCTURE YOU CA YOUR BUILDING MATERIALS WILL BE . . . (5 MINUTES)

	TIME! PLEASE BE SEATED. 1. WHAT DOES YOUR STRUCTURE SAY ABOUT THE TEAM? 2. HOW DID YOU FEEL WHEN YOU DISCOVERED YOU HAD DIFFERENT MATERIALS? HOW COULD YOU APPLY THIS TO A VOLUNTEER SITUATION? 3. HOW WAS PLANNING HANDLED? 4. DID EVERYONE PARTICIPATE TO THE SAME DEGREE? 5. DID YOU EVER FEEL FRUSTRATED? ANGRY? HAPPY? HOW DID YOU HANDLE OR EXPRESS IT? (CUE TO CLOSE UP OF NANCY)
CLOSE UP OF NANCY	THANK YOU ALL FOR PARTICIPATING SO WHOLE HEARTEDLY.
CLOSE UP OF NANCY	TEAMBUILDING IS JUST ONE OF THE TOPICS COVERED DURING THE FIVE HOUR PRE-SERVICE TRAINING. SOME OF THE OTHERS ARE: HOW TO LISTEN TO CHILDREN. BUILDING ONE TO ONE RELATIONSHIPS. AND HOW CROSS-CULTURAL DIFFERENCES CAN AFFECT YOUR LISTENING RELATIONSHIPS. (CUE TO END OF SEGMENT) NEXT I'D LIKE YOU TO HEAR MORE FROM SOME OF THE LISTENERS YO JUST SAW. HERE IS A TAPE I MADE EARLIER TODAY.
NANCY AND GUESTS IN SET	WELCOME TO VOLUNTEERS IN'SIGHT. PLEASE INTRODUCE YOURSELVES TO OUR VIEWERS BY TELLING YOUR NAME AND A LITTLE ABOUT YOURSELF. MY NAME IS MARY LOU JACKSON AND . . . I AM SHIRLEY GAGSTETTER AND . . . I AM BILL WARD AND . . . MY NAME IS KAREN SUMMERS AND . . .
	NANCY INTERVIEWS GUESTS. 1. LET'S DISCUSS MOTIVATION: FIRST, WHY DID YOU DECIDE TO

VIDEO	AUDIO
	2. WILL ONE OF YOU PLEASE DESCRIBE A (KAREN) TYPICAL DAY IN THE LIFE OF A LISTENER? 3. I'D LIKE TO HEAR WHAT KIND OF STUDENTS THE REST OF YOU HAVE SEEN. 4. WHAT ARE SOME OF THE PERSONAL REWARDS YOU HAVE GOTTEN IN THE PROGRAM? 5. LET'S TALK A LITTLE ABOUT THE FEEDBACK SESSIONS. PLEASE DESCRIBE WHAT THEY ARE LIKE? 6. BILL, I KNOW YOU HAVE A UNIQUE ROLE WITH THIS PROGRAM, PLEASE DESCRIBE IT. 7. WHAT ADVICE WOULD YOU HAVE FOR THOSE WHO ARE VIEWING AND WHO ARE NOT INVOLVED IN THE LISTENER PROGRAM? (CUE TO GO TO CLOSE-UP OF NANCY) THANK YOU ALL FOR SHARING YOUR FEELINGS AND ENTHUSIASM.
CLOSE UP OF NANCY	THIS HAS BEEN ONE OF A SERIES OF VOLUNTEERS IN'SIGHT PROGRAMS WHICH HAVE FOCUSED ON THE CREATIVE USES OF SCHOOL VOLUNTEERS. WE HOPE YOU CAN JOIN US NEXT WEEK. AND BY THE WAY, WHY NOT TELL A FRIEND ABOUT THE WONDERFUL WORLD OF SCHOOL VOLUNTEERING. GOOD BYE.
	STANDARD CLOSE.

APPENDIX B Item 52: School Volunteer Program Newsletter (14. 2.6)

Esprit de Corps



SCHOOL VOLUNTEER PROGRAM, DADE COUNTY PUBLIC SCHOOLS, 1410 N.E. Second Ave., Miami, Fla. 33132 / Phone: (305) 350-3732

Legislation May Help Workers

Volunteers may deduct mileage from their income tax at the rate prescribed by the I.R.S. If you care to benefit from this tax break, keep account of your mileage to and from your home and place of service.

Bill H.R. 6919, introduced by Charles J. Carney, U.S. Congressman from Ohio's 19th District, and currently pending before the Committee on Ways and Means, would "provide an income tax deduction for the performance by an individual of volunteer services for a federal, state, or local governmental agency."

The proposed bill would amend the Internal Revenue Code of 1954 to provide an allowance of $2.00 per hour of volunteer service, not to exceed $2,000 for any taxable year. Volunteer service is defined as "any activity or service performed by an individual without pay or compensation, for or under the jurisdiction of a federal, state, or local government agency" which contributes significantly to the achievement of the purposes of the agency for which the volunteer service is performed.

Schools are listed as one of the agencies to which such exemption might apply.

Try It – You'll Like It

THE COMMUNITY RESOURCE GUIDE

WHAT IS IT?

This hard-back, loose-leaf notebook contains descriptions of more than one hundred presentations which can be used by classroom teachers or other school personnel to extend and enrich existing school programs. The topics of the presentations are grouped into categories which correspond to the regular quinmester course heading. Each official project school in the School Volunteer Program will receive a Guide which will then be placed in some easily accessible area in the school.

HOW TO USE IT:

Teachers or other school personnel wishing to secure the services of a person who is listed in the Guide should:

1. Selected the presentation from the Guide which best meets their needs.
2. Fill out and mail the self-addressed, Request for Community Resource Volunteer form.
3. Wait for these SVP office to schedule the presentation and send a confirmation.

ONE-TO-ONE WORKSHOP

Are you interested in tutoring a child on a one-to-one basis?

Would you be willing to be trained (free of charge) in specific reading techniques for children with learning disabilities?

On Nov. 13,14,15 from 9:30 to 1:30 each morning, the One-to-One Volunteer Tutors will underwrite this excellent free workshop. Guests are asked to bring their own sandwiches (a drink will be provided) to the workshop at St. Thomas Episcopal Church on the corner of Red Road and North Kendall Drive. Vera Urban, Chairlady for the workshop, will give you more information at this time.

PLEASE PASS THIS NEWSLETTER
TO A FRIEND

* * * * *

CHECK YOUR SCHOOL'S
CURRICULUM
CENTER FOR RESOURCES

PREVIEW OF COMING ATTRACTIONS

"Volunteers In-Sight" is the name of the SVP Telecast aired weekly on Channel #2 at 2:45pm. Tune in on these important dates.

NOVEMBER:

Monday,	November 5 Listen to Children
Monday,	November 12 R.S.V.P. (Retired Senior) Citizen's Volunteer Program)
Monday,	November 19 Orientation
Monday,	November 26 Training for Volunteers

DECEMBER:

Monday,	December 3 Turn About
Monday,	December 10 Recruitment
Monday,	December 17 Corporate Program
Monday,	December 24 Training for Teachers
Monday,	December 31 Looking At The Team

JANUARY:

Monday,	January 7 Volunteer Tutors
Monday,	January 14 Supplies, Services We Offer
Monday,	January 21 College Credit For You
Monday,	January 28 Promotion And How Your Local School's Do It